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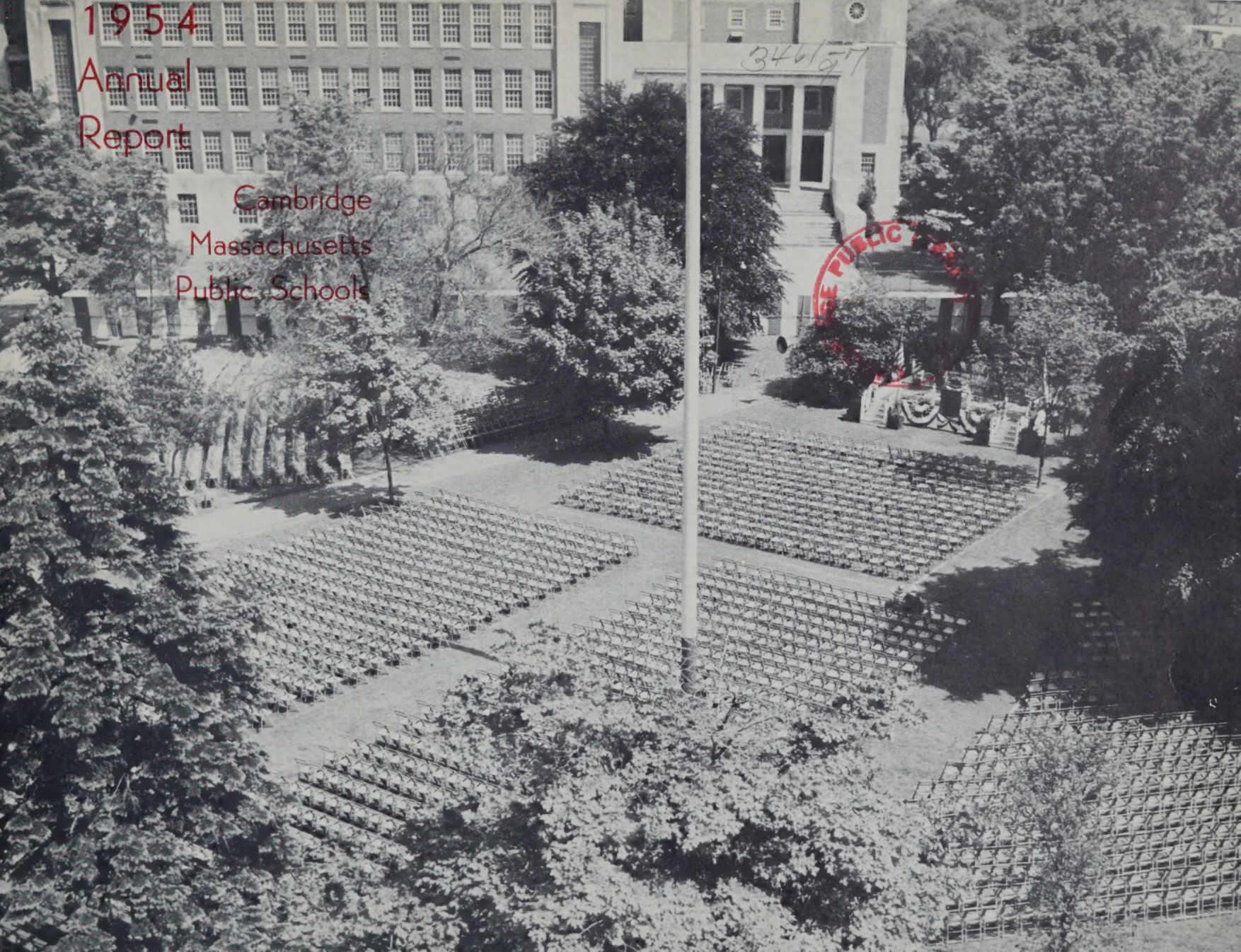
1954
Annual
Report
Cambridge
Massachusetts
Public Schools

Annual Report

OF THE

School Committee

AND THE

Superintendent of Schools

C. R.

Cambridge, Massachusetts

1954

Administration and Business Offices of the Cambridge School Department in the Rindge Technical School Building, 1700 Cambridge Street, Cambridge 38, Mass.

The School Calendar

1954–1955

THE FIRST TERM
September 9, 1954 to December 23, 1954

THE SECOND TERM
January 3, 1955 to February 18, 1955

THE THIRD TERM
February 28, 1955 to April 15, 1955

THE FOURTH TERM
April 25, 1955 to June 24, 1955

1955–1956

THE FIRST TERM
September 8, 1955 to December 23, 1955

SCHOOL HOLIDAYS

Columbus Day; Armistice Day; Thanksgiving Day and the day following; Washington's Birthday; Good Friday; Patriots' Day; Memorial Day; and the seventeenth of June. If one of these holidays falls on Sunday, the schools are closed on the following day.

Offices at 1700 Cambridge Street
Offices open from 9 o'clock A.M. to 5 o'clock P.M. every day, excepting Saturday.

EVENING SCHOOLS

There are two terms of the evening schools. The first term begins on the second Tuesday of October and closes one week previous to the closing of the day schools for the Christmas holidays. The second term begins on the first Tuesday of January, except when that day falls on New Year's Day, in which case it begins on the Thursday following New Year's Day, and continues for at least twenty-five evenings. Vacations and holidays are the same as in the day schools.

The School Committee

From January 1, 1954 to January 1, 1956

Chairman

Mayor John J. Foley ....20 Rindge Avenue

Vice-Chairman

Pearl K. Wise .....2 Riedesel Avenue

John J. Campbell, Esq. ....11 Felton Street

Paul R. Corcoran ....31 Fresh Pond Parkway

Francis J. McCrehan ....11 Blanchard Road

Judson T. Shaplin, Ph.D.
112 Avon Hill Street

Alfred E. Vellucci .....19 Roosevelt Towers

Officers of the Cambridge School Committee

Superintendent of Schools

John M. Tobin .....76 Fresh Pond Lane

Assistant Superintendent of Schools

Edward J. Danehy .....37 Yerxa Road

Secretary to the Superintendent of Schools

John R. McCarthy .....198 Rindge Avenue

Secretary to the School Committee and Business Agent

Edward J. O'Connell .....49 Fayette Street

Assistant Business Agent

Gerald T. Liston .....151 Magazine Street

Chief Custodian

William J. Fitzgerald .....79 Reservoir Street

TO THE HONORABLE,
THE SCHOOL COMMITTEE:

I SUBMIT herewith my tenth annual report which is the eighty-seventh in the series of annual reports by the Superintendent of Schools, and the one hundred fifteenth in the printed reports of the School Committee of Cambridge. My report this year is comprised of three sections: pupil personnel; professional personnel; and, educational program.

MEDICAL EXAMINATION OF SCHOOL CHILDREN IN THE CITY OF CAMBRIDGE

SAMUEL E. CHALFEN, M.D.

In September, 1952, "Regulations for the Physical Examination of Pupils in the Public Schools of Massachusetts" went into effect. These regulations, as required by Chapter 502 of the *Acts* of 1951, were drawn up by the Department of Public Health after consultation with the medical profession and the Department of Education. Their purpose is to provide for more detailed medical examination of children in the public schools of Massachusetts. They do away with the requirement for yearly medical examinations of all pupils. Many groups, particularly the School Health Committee of the Massachusetts Medical Society and representatives of the American Academy of Pediatrics, had long believed that yearly examinations as required by previous legislation were of little value to the child and, because of their cursory nature, might actually be harmful in giving a false sense of security to parents and teachers and also in giving the child an unrealistic impression of a medical examination.

The regulations provide for the examination of school children on entrance and every three or four years thereafter. They state that the examination should be done with such care and detail as to provide for medical respect. They encourage the presence of parents at the examinations. They also encourage the performance of the examination by the child's own physician whenever possible.

The personnel of the school health services of the city of Cambridge have made every effort to conform to these regulations. Obviously, much more time must be allocated to each child by the school physician. The presence of parents has been requested particularly at the examination of children in the elementary grades. An attempt has been made to have the examination given by the school physician approach generally that given to a child by a physician in his private office.

An Important, Yearly Phase of the New, More Thorough Physical Examinations of School Childern

Doctor Chalfen has been attached to the Cambridge Health Department as a School Physician for many years. He is also a member of the Pediatrics Staff, Mount Auburn Hospital. This report is reprinted, with permission, from the "*New England Journal of Medicine*", issue of January 14, 1954.

The Mid-Morning "Milk Break" Helps Build Sound Bodies

The evaluation of this program in Cambridge is still tentative, but it is obvious to all concerned that it is more successful than the old method of annual inspection of all school children. Having conducted and observed the results of school examinations during the past thirty-three years, I find that the new method has revealed a great number of physical defects that can be corrected or improved. These abnormalities could not be detected in the past by the more cursory examinations.

The defects found ranged from minor to severe. The presence of parents at the examination saved a great deal of time and effort of the personnel of the school health services because many parents stated that the condition noted on examination was already known to them and to the family doctor and that the child was receiving treatment. For example, a five-year-old child appeared with a long operative scar on the thorax, and it was helpful to know why the scar was made. In this case the mother was able to explain that the child had inhaled a peanut shell and had had a lobectomy.

Another problem brought to light by more time spent by the physician with the child is that of maladjustment because of broken homes and other social conditions. The discovery of children who need psychiatric help requires more physician time and the orientation and co-operation of the school teacher and principal.

A carefully taken history revealed that approximately 40 per cent of the children had not been immunized against diphtheria and tetanus. This appears a dangerous oversight in the light of present knowledge.

DISCUSSION

The new regulations concerning the physical examination of children in the public schools have been implemented in the schools of the city of Cambridge.

One year's experience with these regulations shows that school children are benefiting from them in that the physical examination is more detailed and reveals more defects; in 1951-1952, 1849 children were examined by me, and 281 children were found to have one or more medical defects. In 1952-1953, 621 children were examined, and 457 of these were found to have defects.

The presence of the parents at the examination was of great value to the examiner, helping him understand conditions affecting the child and also allowing him to impress the parents with the need for follow-up study by the family physician.

A psychiatrist would be a great asset to the school on a part-time basis for the emotional and maladjusted pupils.

More of these examinations might be conducted by the family physician, rather than the school physician. The advantage of this is that the child is known by the same physician, not only before he enters school but also after his graduation. This would introduce to children the habit of having periodic health examinations.

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She Will Soon Find Her Prince Charming

Preparation for Marriage and Family Life

Distribution of Pupils by Age and Grade

AGES

Grade	Sex	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Over 21	Totals
Kdg.	M	225	290	4																	519
	F	226	252																		478
I	M		202	310	64	7	1	1													585
	F		176	275	40	3															494
II	M			130	282	70	11														493
	F			155	273	43	3	1	1												476
III	M				145	220	57	23	4												449
	F				153	249	54	13	2		1										472
IV	M					71	196	95	32	7	1										402
	F					119	172	48	8	1	1										349
V	M						106	184	77	27	8	2									404
	F						101	162	56	19	3	2									343
VI	M							92	187	66	38	8	1								392
	F							109	187	50	20	1									367
VII	M								71	173	83	46	4								377
	F								125	184	47	14	2								372
VIII	M									79	135	57	18	2							291
	F									109	151	54	21								335
IX	M									1	138	209	71	15	4	1					439
	F										115	150	72	13				1			351
X	M										1	123	169	72	17	5				1	388
	F											135	127	37	9	2					310
XI	M											1	119	156	67	22	2		1		368
	F											1	117	131	39	10					298
XII	M													108	130	64	8	1	1	2	314
	F													102	110	23	1				236
P. G.	M														5	7			1	1	14
	F																				
Vocational Schools	M											1	32	57	25	3					118
	F												8	16	2	4	1			1	32
Ungraded	M				3	2	4	6	10	11	8	9	8	1		1	1				64
	F			1		1	3	5	5	8	10	10	2	3		1					49
Total	M	225	492	444	494	370	375	401	381	364	412	456	422	411	248	103	11	1	3	4	5617
	F	226	428	431	466	415	333	338	384	371	348	367	349	302	160	40	2	1		1	4962

Grand Total 10,579

AGE GROUPS

5 Years or over and under 7

Boys 936 Girls 859 Total 1,795

7 Years or over and under 16

Boys 3,675 Girls 3,371 Total 7,046

Enrollment Chart by Grades

Grade	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954
I	1,011	805	913	1,080	1,135	1,005	997	1,166	1,198	1,079
II	824	817	760	826	949	967	884	841	976	969
III	833	849	727	688	815	880	893	812	827	921
IV	870	839	720	793	696	815	821	842	779	751
V	776	761	858	750	759	696	790	799	801	747
VI	874	805	867	741	732	723	651	689	782	759
VII	881	848	706	705	724	699	657	640	677	749
VIII	877	899	694	649	695	654	654	611	584	626
IX	932	947	883	847	797	800	751	815	796	790
X	966	799	853	802	771	744	772	708	741	698
XI	841	879	826	833	760	690	725	689	595	666
XII	751	798	754	708	688	605	559	601	568	550
P.G.	10	112	60	55	45	14	17	15	21	14

Number of Pupils in the High and Vocational Schools

Grade	IX	X	XI	XII	P. G.	Total
High and Latin	527	442	436	371	9	1785
Rindge	263	256	230	179	5	933
Boys' Vocational	ungraded					118
Girls' Vocational	ungraded					32

October 1, 1954

NUMBER OF PUPILS IN THE GRAMMAR SCHOOLS

DECEMBER, 1954

Year	Boys	Girls	Total
Eighth	297	337	634
Seventh	356	366	722
Sixth	400	357	757
Fifth	398	348	746
Fourth	394	350	744
Total	1845	1758	3603

NUMBER OF PUPILS IN THE PRIMARY SCHOOLS

DECEMBER, 1954

Year	Boys	Girls	Total
Third	459	452	911
Second	498	470	968
First	556	480	1036
Total	1513	1402	2915

NUMBER OF PUPILS IN THE KINDERGARTENS

DECEMBER, 1954

Boys	514
Girls	494
Total	1008

Statistics of Our Schools by Classes

●

1954

A Demonstration Lesson Enlivens and Enlightens the Arithmetic Workshop for Elementary Masters and Principals

"The Arithmetic Workshop was actually a pilot study. The procedure of evaluating the arithmetic program involved lectures, demonstrations, classes, as well as personal experiences and studies. Experts in the field from nearby colleges shared their thinking and research with the Workshop group. The publishing houses sent their educational consultants to discuss subject-grade placement based upon their national studies. Neighboring communities shared their programs with us. Boston, for example, sent a demonstration team to show concretely how arithmetic power is instilled and developed in their system."

In-Service Training Report

The Staff Council on Personnel Development in its 1954 Annual Report to the Superintendent presents the following information:

1. Teachers on Sabbatical leave for Study Second Half School Year 2
2. Manner In Which Teachers Fulfilled The Requirements For Increments

Attendance at Colleges and Universities	233
Attendance at University Extension courses	162
Participation in Curriculum Revision	49
Work in Special Fields	2
Increment automatic due to age and length of service	56
TOTAL	502

3. Credits Earned By Teachers Beyond Increment Requirements. Numbers In This Chart Represent Semester Hour Credits.

	A	B	C	Totals
In courses at colleges and universities	1306	332	143	1781
In University Extension courses	150	137	118	405
By participation in curriculum revision	108	51	5	164
By special field study	15	0	0	15
TOTALS	1579	520	266	2365

A column lists the reserve credits earned by teachers holding Doctor's and Master's degrees.

B column lists the reserve credits earned by teachers holding the Bachelor's degree.

C column lists the reserve credits earned by teachers without the Bachelor's degree.

Four Workshops, designed to meet the in-service training needs of our professional personnel, were conducted under the auspices of the Cambridge Public Schools during the Spring of 1954.

"The Music Workshop is a laboratory or testing ground for modern music educational theory and practice. Each teacher participates as a learner and then as a teacher in every aspect of the program. For example, the theory of conducting is analyzed and explained by the instructor. Each person in the class learns the fundamental beat patterns and gestures of the art. Members of the class, in turn, teach the group songs and are checked for technique and artistic interpretation by the group acting as judges. Through experiences such as these, the teacher forms a critical judgment of the deficiencies and strengths of the conductor and himself, and arrives at the ways that this skill can be used in the classroom to develop musical understanding and appreciation."

This Reading Workshop for Our First Grade Teachers is One Reason Why Johnny Can Read!

Elementary Teachers Learn New, and Refurbish Old, Techniques in the Music Education Workshop

"When is a child ready for first grade, and when is he ready for reading? Should we teach phonics, and if so, how? What is the test of a child's readiness for second grade? What are our objectives in teaching the children to read? The list of problems discussed is a long one. Needless to say, we did not agree on all points. Many of us were convinced that one way was better than others. It is as true of teachers as it is of pupils that what spells success for one is not necessarily the best way for others. For each teacher there are different situations, different means, and above all different children."

THE GUIDANCE WORKSHOP FOR THE HEADMASTERS, ASSISTANT HEADMASTERS, DEANS, AND HEADMASTER'S ASSISTANTS OF OUR HIGH SCHOOLS

ITS PURPOSES

To evaluate existing guidance services in the Cambridge secondary schools in the light of current educational thought and practice.
To formulate a long range plan for strengthening guidance services in all grades from kindergarten through senior high school.

ITS CONSULTANTS

Miss Clara M. Thurber, Dean, Lesley College.
The College Looks at the Guidance Program in the Secondary School.

Mr. Archibald Taylor, Guidance Department, Boston Public Schools.
Group Guidance.

Miss Mary McSwiney, Juvenile Adjustment, Boston Public Schools.
Problems of the Juvenile.

Mr. Samuel Wonders, President, Carter Ink Co.
Placement from the Employer's Point of View.

Mr. Dana M. Cotton, Placement Director, Harvard Graduate School of Education.
Placement and Follow-Up.

Rev. James J. Moynihan, S.J., Guidance Director, Boston College.
Guidance from the Viewpoint of Mental Health.

Mr. Frank H. Glazier, Guidance Director, Public Schools, Keene, New Hampshire.
Audio-Visual Materials in Guidance.

ITS RECOMMENDATIONS

Intensive Workshops for further study of techniques of counseling, job placement, and better use of cumulative records, test results, and audio-visual materials.

Our Elementary, Vocational and High School Sewing Classes Are the New Fashion Centers of the World

The Superintendent's Annual Report

"You may aid the man, you may guide him, and above all, you may inspire him;
but the only thing that is worth having is what he gets by his own exertions,
and what he gets is proportionate to the effort he puts into it."

A. Lawrence Lowell

In February, 1954 the "Stanford Achievement Test", and the "Otis Quick-Scoring Mental Ability Test" were administered by our teachers to elementary school pupils in grades two through eight, inclusive. A complete and exhaustive study of these test results was made by the Division of Test Research of the World Book Company, with whose co-operation the tests had been administered. As we knew it would, the results of the "Otis Mental Ability Test" demonstrated that our elementary school pupils, as a group, are average learners. It is, therefore, extremely gratifying to be able to call to the attention of the parents of our public school children, and the School Committee the following excerpt from the report submitted by the World Book Company:

Why Janie Can Read

"Definite subject strength is noted in word meaning, with each grade group from two to six months above the national norm, and in social studies, with each grade group from six to eight months above the national norm."

Achievement tests which purport to identify an individual pupil's, or a group of pupils standing in the general population in relation to certain specific, objective standards of performance are, by definition, power tests — tests which measure ability to do progressively more difficult exercises in a given subject-matter area. These progressively more difficult exercises — the test items — are themselves valid nationally only when the knowledges, understandings, appreciations, and skills they test are to be found so generally as content in the appropriate curricula that they may be said to be representative of the common consent of responsible educators as to the content and objectives of the subject-matter area at that grade level. Grade norms — which represent the average performance in a given subject-matter area of pupils of average mental ability at a particular grade level — are themselves reliable only when they have been established by giving the test to large numbers of pupils. They are reliable nationally only when this large number of pupils is an adequate sample of the general school population of the nation.

Test experts are agreed that the "Stanford Achievement Test", and the "Otis Quick-Scoring Mental Ability Test" are valid tests whose norms are reliable nationally. It is possible, therefore, — and reasonable, to draw certain conclusions from the results of these tests.

The first of these has to do with content and its grade placement in our curricula in the Language Arts and Social Studies. Since Cambridge's public elementary school pupils — a group of average learners — performed better than the average of all the elementary school pupils in this country whose scores on the test helped determine the "Stanford Achievement Test" grade norms, it can be concluded with some certainty that our curricula in these critical subject-matter

areas compare well with those in use elsewhere in this country. In other words, Cambridge's public elementary school pupils are — at the very minimum — being taught those things in the Language Arts and Social Studies which a majority of the responsible educators in our country are agreed they should experience. And the fact that our boys and girls performed so much better than we had a right to expect of a group of average learners indicates that our programs in these areas are more than adequate. On the contrary, they cannot be described as other than enriched.

Enriched program' is a fine sounding phrase. It is also an empty one unless the pupil be stimulated, encouraged, and equipped to go exploring. And it is a dangerous phrase unless the immature, the inexperienced pupil be guided in his explorations. These test results show that the phrase 'enriched program' is neither empty nor dangerous in the Cambridge Public Schools.

I am concerned here with those logically distinct but psychologically inseparable areas we call pupil interests and needs, teaching techniques, and instructional materials. Who can say definitely, for example, that it was the new wall map rather than the teacher's well-timed question, or his logically developed, sound explanation at a crucial moment that was responsible for a specific adventure in learning? Or was it a class discussion, or field trip, or motion picture, or recording, or reference encountered in supplementary reading and followed up, or a pressing personal problem that was responsible for it?

There are things, however, that we have good reason to conclude concerning the educational experience undergone by the average learner who turns in a better than average performance on a standardized test of his ability to do progressively more difficult exercises in a given subject-matter area. We are justified in concluding that his teacher is well prepared in the subject-matter for, surely it is a self-evident principle that one cannot teach well that with which one is unfamiliar. It seems clear, too, that his teacher knows 'how' to teach: only consistently sound educational method can conceivably result in the consistently above average performance evidenced by these test results. And, since knowledge and skill are unavailing in the absence of the tools required for their implementation, his teacher must have at hand instructional materials that lend themselves to his purpose technically as well as subject-matter-wise.

This report would be incomplete and insincere if I failed to note that not all the test results were complimentary. Some classes in each grade group did not do as well as the majority did in the Language Arts and Social Studies. Where achievement fell below the national norms, we are interested in learning why this was so: for, only then can the situation be corrected. The Masters of our elementary schools, who

Practice in Silent Reading

are charged with responsibility for the supervision and improvement of instruction in their respective buildings, are — where necessary — engaged now in determining the answers to this problem. They are motivated only by their desire to insure Cambridge children equality of educational opportunity.

The Masters of our elementary schools and the Principals of our Primary Schools have also been busy diagnosing other weaknesses revealed by these tests. In the Spring of 1954 they participated in an Arithmetic Workshop in which the content, grade placement, materials of instruction, and techniques for teaching arithmetic in the elementary school were thoroughly canvassed. Their conclusions parallel those of an earlier Workshop in the same area in which our fourth grade teachers participated: our problem is one of grade placement of content, primarily; and, only secondarily, an in-service training problem. A Committee is presently at work preparing final recommendations. A Workshop in Elementary School Science for Masters and Principals is planned for the Spring of 1955. Our problem in this area, as it is in so many other communities, is primarily an in-service training problem.

"Start with the pupil where he is", is recognized as a basic educational precept. Its relevance to the weakness revealed by the testing program administered in February of 1954 is readily apparent. It has implications for our areas of strength too, if we make the noun 'pupil' interchangeable with several other terms: curriculum; teaching

"Our High School Girls' Poured"

techniques; materials of instruction. This we cannot do if we adopt a purely negative, defensive attitude, and are complacent in our achievement. Conceivably, the strengths revealed by these achievement tests can mean less in the educational future of Cambridge than our weakness. If we are not to become complacent, positive action on both fronts is necessary.

I want to point out that this testing program was without cost to the City of Cambridge. The test materials, the final checking of test results, and the preparation of the final report were underwritten financially by the World Book Company. I take this opportunity to thank the World Book Company publicly for the great service rendered public education in Cambridge. I want also to thank Dr. Ruth F. Boland, Director of the Bureau of Child Services, Cambridge Public Schools, and the members of her Department for their work in co-ordinating this testing program. To the classroom teachers who administered this testing program my sincere appreciation, first for administering the test; and also for the magnificent service the test proves they are rendering our children, our parents, our Country.

In an earlier paragaph I have described the Language Arts and the Social Studies as "critical subject-matter areas". Both are such for many, varied reasons. At this time, however, I wish only to point out the critical role the Social Studies program plays in Citizenship Education and to describe our own attempts to meet the greatest educational challenge of our age: How can Citizenship Education be made more effective?

"Clothes do not make the man", is a dictum as applicable to nations as it is to individual citizens. Of what avail are Army Groups, Air Force Wings, Naval Task Forces, Radar Screens, Ground Observer Corps in any number and refined state of readiness unless the men and women who man and supply them are individually and wholeheartedly committed to the Way of Life which is protected by these symbols of our Nation's might? How very true it is that our Country's first line of defense — as is any nation's — is to be found in the minds and hearts of her citizens? How very true it is that this first line of defense is constructed of neither mortar nor steel, but of the citizenship knowledges, attitudes, and skills each citizen has learned, and learned to apply in daily living.

It is, I believe, the realization of these facts, however vaguely verbalized, which renders shocking to the point of incomprehension the thinking and conduct of those our compatriots who have deliberately and with full knowledge joined the political conspiracy which would use force to destroy our Way of Life. When, however, reason begins to rule our just anger against these saboteurs, we educators, are haunted by the question, "How does it happen, how can it happen that individuals educated in our land at public expense have willingly betrayed all the USA symbolizes?" And there is, I believe, but one constructive approach to the solution of this problem available to educators who are determined to channel their energies into areas most susceptible to their influences: we must use every legitimate means to improve the effectiveness of Citizenship Education.

Citizenship, as we Americans understand it, is a process which supports and permeates all aspects of community life. It is a process which demands that all work together to attain the common good defined by duly constituted authority after free and untrammeled debate open to all. It is a process in which each individual is encouraged and expected to participate in all reality to the limit of his capabilities.

The knowledges, attitudes and skills which are basic to the functioning of this Citizenship process in these United States are not innate. They must be learned by the individual — learned from experience that is either personal or vicarious. And, these learning products must be rendered ready for prompt and consistent operation through that personal involvement which is attainable only through their deliberative use in meaningful situations.

In this context, then, Citizenship may be described as a product as well as a process, and may be considered as the outgrowth of that planned program whose totality is called Citizenship Education. The

components of this program are persuasively described on page 143 of "Educating for American Citizenship", the 32d Yearbook of the American Association of School Administrators, published in 1954. There we read that,

> ". . . the all-important principle which is recognized thruout the Yearbook is that educating for citizenship has four major components: (a) **knowledge and understanding** of man's historical progress toward liberty and justice, and the ways in which that struggle still goes forward today; (b) **attitudes of loyalty** that represent a vital commitment to the ideals of human relationships that have guided our history; (c) skills in **critical thinking and problem solving** that will make it possible to work thru the civic problems that arise daily; and (d) continuing **practice in civic activities** in the kinds of group-centered services that are required of every citizen who pulls his load of responsibility."

The vital role the Social Studies play in the implementation of the first three — at least — of these components is, I believe, quite apparent. Quite apparent, too, is our obligation to re-examine at frequent intervals the content of this program. I propose now to devote some time to a description of our recent endeavors in this respect at the high school level.

State law requires every graduate of a Massachusetts high school to have studied "United States History" for one year. Over and above this basic requirement, certain other courses are included as requirements or electives in the Cambridge Social Studies program. Of these, "Community Civics", until recently required of all 9th graders at the High and Latin School, and "World History", which has — likewise — been a requirement in the 9th grade at Rindge, have been replaced by a new course offering, "Group Living", which is now required of 9th graders in both high schools. In addition, the curriculum guide for the course in "World History", available as an elective to 10th graders at the High and Latin School, was revised in 1951; and the outline for the course in "Principles and Problems of American Democracy", required for Seniors at Rindge and an elective for Juniors or Seniors at the High and Latin School, was revised in 1952.

The curriculum outline for the course in "Group Living" is sub-titled, "A Study in Citizenship", and it is described in its Preface as follows:

> "This course has been planned to help in orientation of the pupil in the aspects of life that face him as he steps from the elementary school into the high school and makes the change from the guided and guarded life of childhood into the responsibilities of self-control and self-direction which will come as he becomes an adult. Topics have been suggested to guide him in the study of himself and what he must consider in making wise choices and he is also directed to the study of the groups in the community into which he must learn to fit himself."

The Dessert Course at the Girls' Vocational

The purposes of this course, listed on page 3 of the Manual, also make interesting and informative reading:

"1. to assist each pupil to become adjusted to his immediate school environment.
2. to aid each pupil in becoming a self-directed individual by discovering his abilities, interests, and aptitudes.
3. to teach pupils the necessity of co-operation in group living.
4. to help the pupils to become acquainted with Cambridge, its history, its resources, its standards, its government.
5. to develop those understandings and attitudes that make the worker an intelligent and productive contributor to our economic life.
6. to teach the dignity of all work.
7. to cultivate an understanding of the reasons for government, with an appreciation of the rights, privileges, and advantages it provides.
8. to show the practical ways in which citizens participate

One Phase of Child Care at the Girls' Vocational

in government and to encourage the pupils to take an active part in citizenship activities.

9. to cultivate an appreciation of the 'good citizen' in home, school, and community life.
10. to cultivate in each student faith and pride in American democratic institutions.
11. to cultivate in practice the tolerance and respect for others which is requisite for accomplishing our American ideals."

Nine "Topics" — units of work, areas of study — are suggested for accomplishing these purposes. They, too, make interesting and informative reading: Topic One: Our School; Topic Two: The Student Looks at Himself; Topic Three: Relation of the Individual with Other Groups; Topic Four: The Individual at Work; Topic Five: The Individual and His Government; Topic Six: Organization of Our Government; Topic Seven: Some Problems of Life in a Modern Community; Topic Eight: History of Cambridge; Topic Nine: Resources of Cambridge.

A closer specification of the content of this new course can be obtained from a consideration of the development of several of these topics. "Topic Two: The Student Looks at Himself", for example, uses four approaches to help the high school Freshman do just that. First, he is asked to consider, "What Am I?" It is suggested that he can be helped to formulate his answer in terms of his ambitions, his interests, his personality and character traits. It is suggested, too, that he develop a "Code for Living" based, among other things, upon a straightforward analysis of his own strengths and weaknesses. The next step calls for an examination of his vocational and educational plans. The third and fourth approaches serve, also, to turn the ninth grader's attention outward: "How do I get along with other people?"; "How do I differ from others in terms of the contributions I can make as well as in terms of my dependency upon others?"

Five sub-topics are suggested for the development of, "Topic Five: The Individual and His Government.": The American Ideal of Government of, by and for the people; Citizens: members of the Government: Laws and Law Observance; the Rights of the People; Taking an Active Part in Government by the People. This last sub-topic may be implemented, the Outline indicates, by directing the pupil's attention to the consideration of: Public Opinion — Determining the kind of government; How to recognize and evaluate propaganda; Elections; Political Parties and Their Work; Upholding the Law; Paying the Costs of Government; Office Holding; Helping in Community Services.

The revised course in "World History" is an elective available to tenth graders at the High and Latin School. I quote from its Preface.

> "A one-year course in World History planned for pupils in the early years of their High School course, as is this one, can at best be only a survey course, to give a background for other studies, to try to develop a feeling of the continuity of historical development, and to help the pupils to see the present not as inflexible but as malleable, to be shaped anew with each generation. It can be valuable in integrating all their knowledge, instead of dividing it into segments of Art, Literature, Science, Political Organization, etc.
>
> "The course suggested in this outline has tried to introduce the pupil to many sides of life as they have developed through the ages, with an indication of the changes of emphasis in each succeeding age which have settled some problems for us but have opened new ones in each period . . ."

The Outline is comprised of eight units: Early Civilization; The Classical World; The Medieval World; The Expansion of European Influence; Growth of Democracy; The Evolution of Our Modern Economy; Imperialism in World Civilization since 1870; Major Problems Confronting Us Today.

"Principles and Problems of American Democracy" is required for all Seniors at Rindge and is an elective for eleventh and twelfth graders at the High and Latin School. Its Preface, too, is revealing.

"The plan of study following is intended to be used as a basis for understanding of our present way of life. First there should be the study of the facts and conditions and then a discussion of problems which arise in the course of our attempts to apply our democratic principles to our conduct individually and as a nation under these conditions. With this method in mind we have raised no problems to be considered in Units I, II, and III, because they are factual studies. But there may be questions that the pupils may find for themselves which must be taken up at once or may be referred to the specific period in the study when they will have acquired the basis of facts with which to work out their solutions. After the study of Unit III, the outline of our democratic principles should give them criteria for testing both our personal and our national conduct. We do not suggest that either the pupils or the teachers can arrive at the final answer to many of the questions raised, but we feel sure that the effort to see the many sides of these problems of present day democratic living and to think constructively as to the ways to put our democratic faith more fully into practice will be a help in approaching not only these particular problems but the new ones which will be constantly presenting themselves.

"...

"Since the main aim of this course is to teach the pupils to think constructively and to help them to realize that the democratic way of life depends upon their own efforts for its accomplishment, every effort should be made to give concrete opportunities to put in practice the principles here studied and so to encourage a feeling of personal responsibility on their part."

Certainly, serious consideration of the social problems epitomized by the terms 'security', 'crime', 'education', and 'leisure' provides the alert teacher and the idealistic adolescent many practical and practicable opportunities for that,

"continuing practice in civic activities in the kinds of group-centered services that are required of every citizen who pulls his load of responsibility.",

which has been earmarked by the American Association of School Administrators as a major component of the effective Citizenship Education program. Other opportunities for such practice are a natural outgrowth of the work in the course called, "Group Living: A Study in Citizenship", as they are of the activities which are so much a part of our high schools' extra-curricular cultural and service organizations.

It seems not to be necessary for me to indicate more fully how clearly the other major components of the effective Citizenship Education program are reflected in these three elements of our Social Studies program. It speaks very highly of the professional competency of the members of our high schools' Social Studies Departments however, that they are reflected there so very clearly: the Committees of teachers which authored the course revisions, I have been discussing, completed their tasks in 1952 — "Educating for American Citizenship", the text from which I have quoted these four major components, was not published until February of 1954.

The Proof of the Pudding — Modeling Their Own Creations

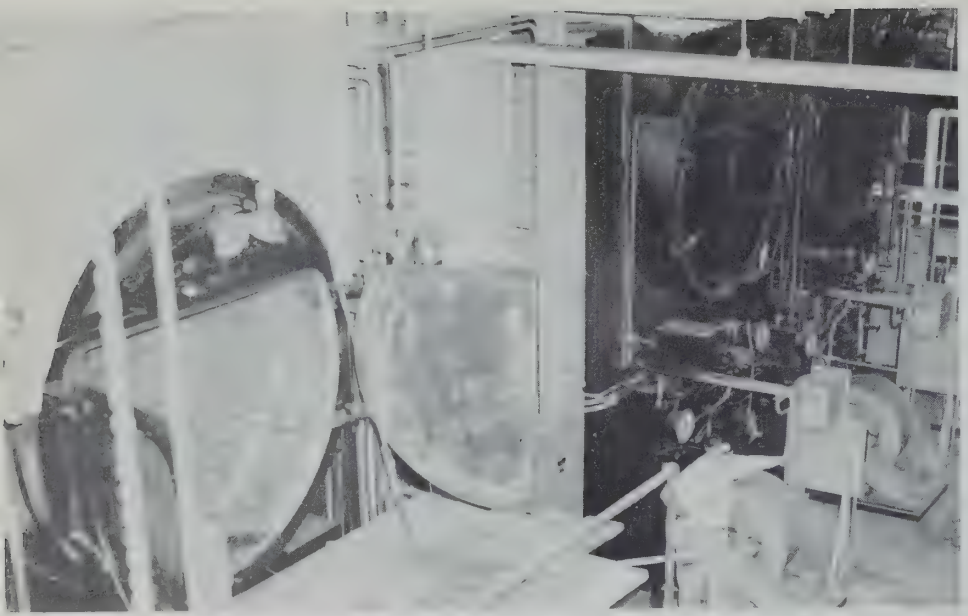
In closing, I wish publicly to acknowledge the debt of gratitude which the Cambridge Public Schools, their staff and their pupils, owes the distinguished daughter of the distinguished, the last, and the late Headmaster of the Cambridge English High School. Miss Elizabeth L. Huling, then Headmaster's Assistant in Social Studies at the Cambridge High and Latin School, rendered yeoman service as Co-ordinator of the Committees of teachers from both high schools which prepared these course revisions. To the extent that these revisions reflect Miss Huling's vast learning and wide experience, her real concern for her pupils' and her Country's welfare, they are a worthy, official culmination of a dedicated life devoted to the education of generations of Cambridge youth. Miss Huling deserves our thanks. I wish, too, to express my sincere appreciation to the teachers who worked with Miss Huling in this revision program.

"THE WAY TO A MAN'S HEART . . . . "

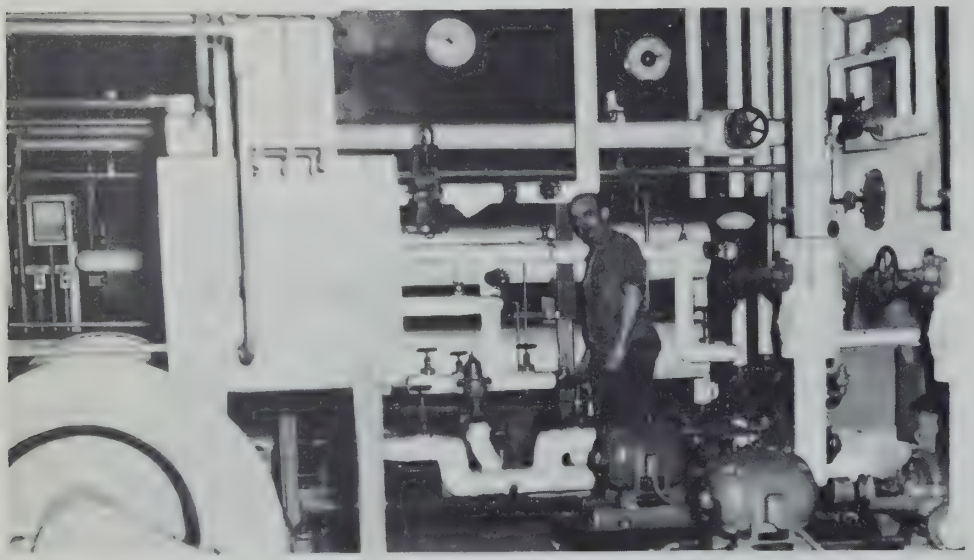
LEARNING TO COUNT THEIR OWN CALORIES

THE ANNUAL PLAY DAY

A Popular Event
With
Houghton School Parents and Pupils



Our Heat Source



The Maze of Valves and Pumps Which Controls the Flow of Heat to Our High School Classrooms

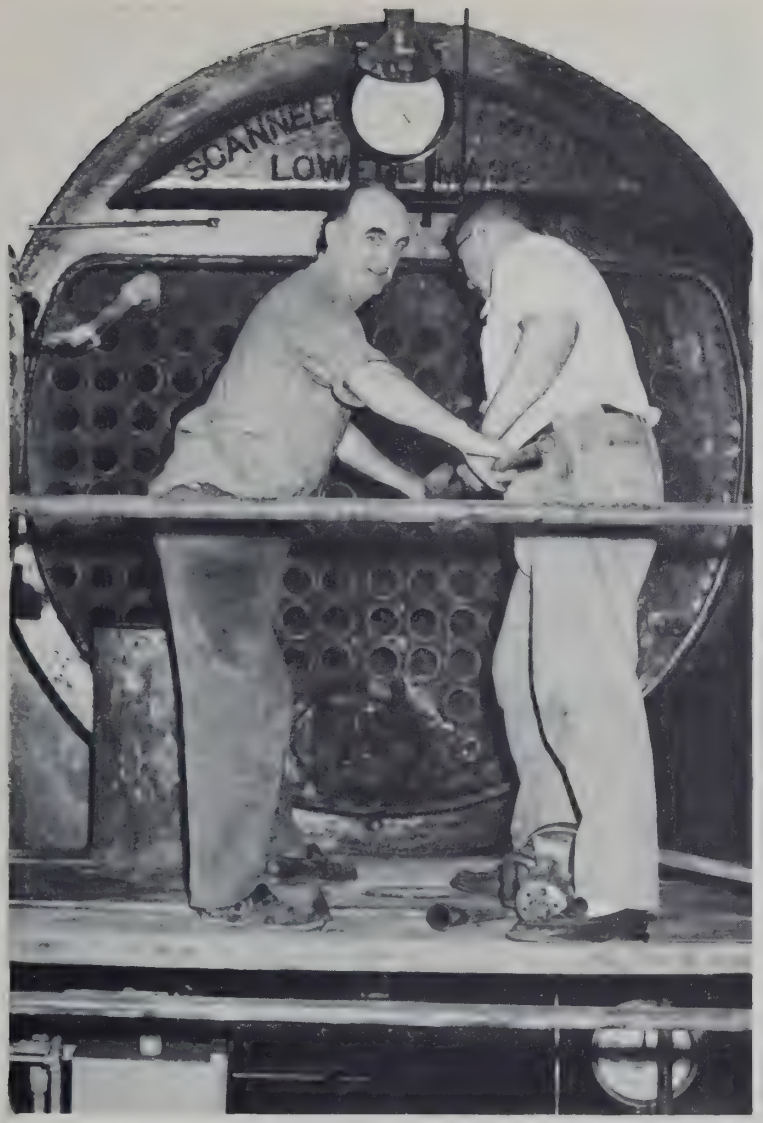
How We Solved Our High School and Library Heating Problems

The fall of 1954 saw the completion of a project which is revolutionary in the annals of school heating in Cambridge. Heretofore, the Rindge Technical School has been heated with steam generated by the Cambridge Electric Light Company sold to Harvard University and re-sold to the School Department. The Public Library and the Cambridge High and Latin School were heated by their own plants. However, the geographical proximity of these three public institutions makes it possible for us to heat all three, via underground mains, from a centralized heating plant.

This plant is located in a cavernous room which occupies approximately 5200 square feet of floor space in the High and Latin School. Two-thirds of the 30 foot height of this room is below the street level. Located in this room are four, oil fed, 84" H.R.T. boilers rated at 500 horsepower each. These boilers are fully automatic and are run at very low pressure. They are run in pairs in alternate months thus permitting their regular cleaning and overhaul. Thus, two boilers are always ready for emergency use.

Steam is carried to Rindge through a 12" pipe and is sent through a 4" main to the Public Library. Aquastats in each building supply the hot water needs of each.

The savings in tax dollars in terms of the operational and maintenance costs made possible by this centralized heating plant are great and obvious.



Cleaning the Boiler Tubes
A Monthly Maintenance Necessity

Our Itinerant "Mr. Fix-Its"

Travelers — a crew of three Custodians — service our school buildings for emergency repairs and maintenance work which the Building Custodians are not equipped to handle. Our Travelers proceed from job to job in a truck which is well stocked with tools and small standard items of equipment. This crew has saved the taxpayers thousands of dollars.

The High and Latin Building Which Houses the New Heating Plant

Athletics for All

The after school program is carried out by members of the Cambridge teaching staff. This is very beneficial as it assures proper handling of the boys and girls by trained personnel. There are 88 Men and Women involved in this work. On our playgrounds and in our gymnasiums there are over 100 teams made up of squads of 10 to 50 members.

Each participant has to be physically fit to take part in the athletic program. The pupil must have the written permission of his parent and pass a physical examination given by the School Doctor to be eligible for this group activity. Three doctors are in charge of certifying and caring for the players: one for Cambridge High and Latin School, one for Rindge Technical School and one for the elementary schools. In addition we have a trainer who is available for all games.

With the opening of school in the Fall, our athletic activities are Football and Cross Country. There were 30 boys out for the C.H.L.S. Varsity Squad; there were 20 boys out for the C.H.L.S. Junior Varsity Squad; and there were 42 boys out for the C.H.L.S. Freshman Squad. There were 40 boys out for the Rindge Varsity Squad; 40 for the Rindge Junior Varsity Squad; and 50 for the Rindge Freshman Squad. Each of these teams played a schedule of from 6 to 8 games.

We had 175 boys playing on the Four District Elementary Schools teams. These districts comprise District 1 — four schools; District 2 — three schools; District 3 — three schools; and District 4 — five schools. These teams played 6 games. Every boy on these squads played during each game. We used Inner Russell Field, Outer Russell Field, the area outside at the Home for the Aged, Glacken Field, John J. Ahern, J. J. Donnelly, Russell Hoyt and Rindge Fields for Football. The Football season ends on Thanksgiving Day.

Cross Country Season begins at opening of School and continues through November 15. C.H.L.S. had 15 boys and Rindge had 25 boys out for Cross Country. Each Group practices daily around Fresh Pond Reservoir and competes in 6 meets.

For our Winter Athletic Program we have Basketball, Hockey and Track. Basketball season begins the Monday after Thanksgiving and continues until March 7th. There were 40 boys out for the C.H.L.S. Varsity Basketball Squad; 30 for the Junior Varsity Squad; and 20 for the Freshman Squad. There were 40 boys out for the Rindge Varsity Basketball Squad; 30 for the Junior Varsity Squad; and 60 for the Freshman Squad. There were 20 boys out for the Boys' Vocational School Team.

There were 500 boys playing for their elementary school teams. We have a team for each 6, 7, 8 grade in each of our 15 elementary schools. Each elementary school has a teacher-coach. Some of our smaller elementary schools have less than 10 boys in a grade. We now have a rule which allows boys from a lower grade to represent a higher grade. Over 150 games were played in the Elementary League. We have the following facilities for Basketball: Thorndike School Gym, Roberts School Gym, Russell School Gym, Russell Hoyt Recreation Building, Rindge Field Recreation Building, Cambridge High and Latin Gym, the Al Lassman Gym at Rindge, and the new Y.M.C.A. Gym at times. At present there is not enough indoor play area for our activities. We have to double up teams in every one of these facilities.

The Hockey season begins Dec. 1 and continues until March 1. C.H.L.S. had about 70 boys out for its team; Rindge had about 90 boys out for Hockey. These teams practice during the season at the Boston Skating Club and the Boston Arena. Both teams are members of the Suburban League which comprises teams from Belmont, Stoneham, Medford, Melrose, Newton and Arlington. Additional games are played with local College Freshman teams and other nearby high schools.

Our Indoor Track season begins Dec. 1 and ends about March 10. C.H.L.S. had 40 boys out for indoor track; Rindge had 60 boys out for indoor track. Not having an indoor track C.H.L.S. practiced on Somerville High School track and Rindge practiced on the Brookline track. Notwithstanding such difficulties the Rindge Track team won about every championship in the State, in addition to the Bowdoin College indoor meet and climaxed its season by winning the National Indoor High School Track Championship at the Madison Square Gardens, New York, where the best teams in the country competed. We are hopeful of getting an indoor track before next fall.

Our Spring Program begins about March 15 and goes through to June 17. Baseball, Softball, Tennis, Golf, Outdoor Track, Volley Ball are the sports that our pupils take part in during this season. At C.H.L.S. we had 50 boys out for the Varsity Baseball Squad; 30 for the

Junior Varsity Squad; and 45 for the Freshman Squad. At Rindge we had 60 boys out for the Varsity Baseball Squad; 40 for the Junior Varsity Squad; and 50 for the Freshman Squad. At the Boy's Vocational School 25 played Baseball. The elementary schools had 275 boys from 6, 7, 8 grades playing on the 15 elementary teams.

These 22 Baseball Teams, each had a Teacher-Coach, practiced and played on Rindge Field, Russell Hoyt Field, John J. Ahern, Cambridge Common, John F. Donnelly Field, Timothy Corcoran Field, St. Peter's Field, Glacken Field, Outer Russell Field.

Outdoor Track begins March 15 and runs through June 1. C.H.L.S. had 35 boys competing; Rindge had 50 boys competing. They practiced at Russell Field and each school competed in 6 meets.

Golf and Tennis Season begins April 1 and closes June 1. C.H.L.S. had 16 boys playing Golf, and 20 playing Tennis. Rindge had 15 boys playing Golf, and 14 playing Tennis. These teams practiced at Fresh Pond. They played in 6 competitions with other schools.

GIRLS PROGRAM AT CAMBRIDGE HIGH AND LATIN SCHOOL

All girls activities are under women Teacher-Coaches and Officials. From September through December a Drill Team and Cheer Leaders group are organized and instructed with 75 girls participating. From Oct. 1 through March 1 Intramural Basketball is played by the girls. Teams are organized by classes, and competition held between classes. Varsity, Junior Varsity and Freshman Teams play Inter-Scholastic games. About 125 girls take part in Basketball.

From Oct. 1 through May 1, 100 girls meet once a week and bowl. At the end of the season awards are given to the most improved and to the best bowlers.

From March 1 through May 1 we have intramural Volley Ball with about 56 teams playing. Competition takes place during recess periods ending in a Final Game after school at the end of season. 700 girls participate. C.H.L.S. had 4 Volley Ball teams for girls with about 125 girls out for the teams. A game between the boys and girls was played in addition to a regular schedule.

Softball Season begins about April 15 through June 10. It is played on an intramural basis during recess and after school. 115 girls participated. There were 20 girls on the Varsity Team; 20 on the Junior Varsity; 35 on the Freshman; and 35 on the second Freshman team. An Interscholastic Schedule was played.

Tennis Season for Girls begins May 1 through June 15. About 30 Upper class girls and 50 Freshmen played Tennis. They practiced on the Harvard Courts. Rainy day practice is held indoors. An Interscholastic Schedule was played. Horseback Riding in the Fall and Spring is available at the Good Riding Academy in Medford. About 15 girls belonged to this group. Badminton will have about 50 girls playing this Spring. The Girls Athletic Association which has about 700 members made up from the C.H.L.S. girls, sponsors a number of social activities: in October they hold an Initiation Night for Freshmen; in November a Formal Dance; in December a Christmas Party; in January a Roller Skating Party; in February an Ice Skating Party; in March a Record Hop at Girls Gym and in May a Banquet and presentation of Letters.

In all there were 2500 pupil candidates for 105 teams: 491 boys and 555 girls at C.H.L.S.; 604 boys at Rindge; 45 at the Boys' Vocational and 850 boys in the elementary schools. At the high school 41 teams are in active interscholastic competition with the Greater Boston Schools. At the elementary level 64 teams are in interschool competition. All these teams have Teacher-Coaches. In addition we have 6 Baseball Umpires, 6 Basketball Referees and 4 Football Officials who work these games.

From the standpoint of championship teams, 1954 was one of our better years in high school inter-scholastic athletics. The Cambridge High and Latin School varsity baseball team, coached by the Sub-Master of the Wellington School, Mr. James H. Foley, won the Suburban League Championship. This event marked the first time in nine years that this cup had been won by a Cambridge high school team.

The Rindge Technical School varsity basketball team, coached by Mr. Thomas J. Murphy of the Cambridge High and Latin School faculty, made such a good showing in its schedule that it was invited to participate in the famous Tech Tourney. There it remained undefeated until the semi-finals when it bowed to the Tourney's winner. This team's brilliant success may be attributed in great measure to a group of Sophomores whose capabilities had been developed by Mr. John Creedon who coached them as members of Rindge's 1953 Freshman Basketball Team.

In 1954 our high schools had no outdoor facilities for practicing for field track events. Consequently, our teams were unable to compete in the field events of the various meets. Despite this fact and without the services of Charles Jenkins, 1953 Quarter Mile National Champion, who had been lost to Rindge through graduation, the Rindge Technical School Track Team continued to set new schoolboy track records in 1954. At the close of the Indoor Track season, the Rindge Technical School Track Team, coached by Mr. Thomas Duffy, Sub-Master of the Longfellow School, was classed as Metropolitan Boston, State, and New England champions.

Eight hundred and fifty boys participated in athletic activities sponsored by our Grammar School Athletic League, an extra-curricular activity which, obviously, serves many worthwhile purposes. City champions in the several spheres of activity were as follows:

ATHLETIC ACTIVITIES

FOOTBALL

District Four

A team composed of boys from the Russell, Haggerty, Ellis, Peabody and Agassiz Schools.

BASKETBALL

Sixth Grade — Russell School
Seventh Grade — Peabody School
Eighth Grade — Houghton School

BASEBALL

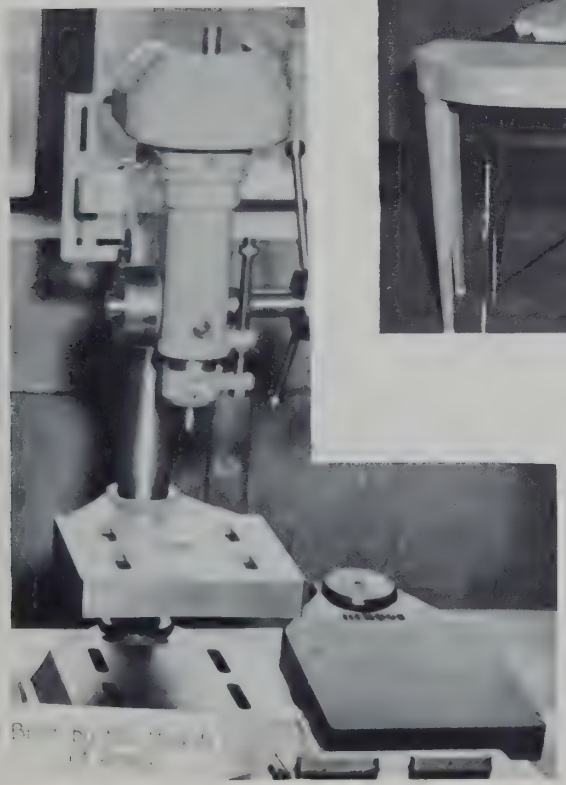
Russell School

I hope to see every boy and girl from the 6th grade up, interested in some extra-curricular activity that the School Department sponsors. This will necessitate more indoor and outdoor facilities with additional Budgetary requirements.

I know you will agree and every taxpayer will concur, that even one individual saved from the hands of the Law will compensate for all these expenditures.

Proudy Displaying Its New Uniforms the Cambridge High Schools Band
Does Its Part at Our Graduation Exercises

MORE
PROOF OF THE PUDDING

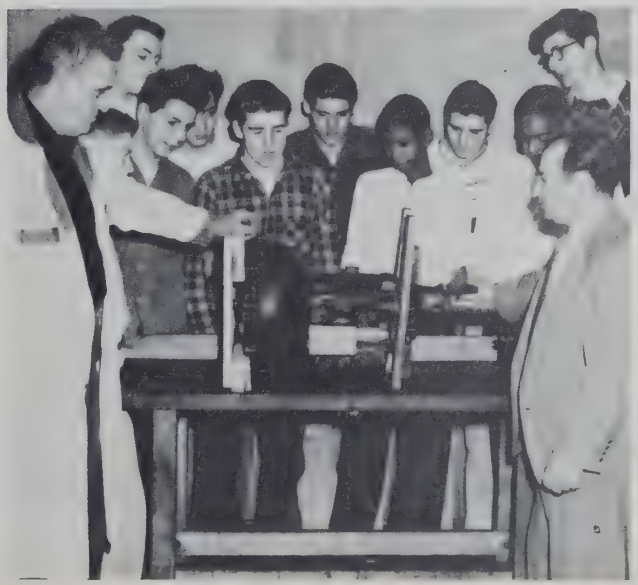


COST ANALYSIS

September, 1953 — June, 1954

Schools	All Other Costs A-1	Salaries	Total
Cambridge High and Latin	$ 592,938.79	$ 52,517.99	$ 645,256.78
Rindge Technical	351,813.43	45,361.85	397,175.28
Abraham Lincoln	48,260.15	7,898.62	56,158.77
Agassiz	72,354.18	6,085.86	78,440.04
Ellis	64,227.03	5,573.34	69,800.37
Fletcher	51,779.43	5,533.36	57,312.79
Gannett	14,922.06	2,366.66	17,288.72
Haggerty	39,596.79	5,772.98	45,369.77
Houghton	108,085.33	12,262.25	120,347.58
Kelley	64,186.70	6,969.47	71,156.17
Longfellow	166,363.74	16,841.05	183,204.79
Morse	65,186.50	8,028.97	73,215.47
Peabody	78,274.00	7,213.80	85,487.80
Putman	59,066.15	6,864.24	65,930.39
Roberts	145,771.74	14,120.85	159,892.59
Russell	107,492.89	14,036.41	121,529.30
Thorndike	71,681.03	10,571.28	82,251.31
Webster	79,131.85	6,489.74	85,621.59
Wellington	103,285.38	7,691.65	110,977.03
Willard	39,436.09	2,688.99	42,125.08
Wyman	8,799.94	2,822.16	11,622.10
Girls' Vocational	12,008.45	1,917.12	13,925.57
Boys' Vocational	38,816.76	2,946.89	41,763.65
Americanization	5,400.00	262.23	5,662.23
Art Department	21,000.00	617.24	21,617.24
Audio-Visual Department	13,926.62	6,124.89	20,051.51
Bureau of Child Services	53,940.36	952.94	54,893.30
Children's Museum	9,600.53	10.13	9,610.66
Home Economics	33,811.35	222.95	34,034.30
Music Department	15,199.94	773.45	15,973.39
Physical Education Department	82,401.60	730.39	83,131.99
Primary Director	6,900.00	2.45	6,902.45
School Physician	5,400.00		5,400.00
Substitutes	113,379.43		113,379.43
Superintendent	50,214.59	5,709.41	55,924.00
Pre-Vocational	33,799.79		33,799.79
Evening Schools	30,307.25	1,497.85	30,307.25
Janitors	267,841.62		267,841.62
Totals	$3,126,601.49	$269,479.46	$3,394,382.10
School Committee Business Office	52,705.92	15,726.28	68,432.20

FUTURE SKILLED
"DO IT YOUR SELF-ERS"



CONCLUSION

No report of the School Department would be complete without some recognition of those who contributed to the school program, the members of the School Committee and the teaching staff.

The Headmasters, Masters, Directors, Principals, Teachers and the entire personnel of the School Department have given me their co-operation, assistance, and support. For their efforts I thank them.

I want to express my deep gratitude to His Honor, the Mayor, and to the School Committee who have given their time so generously, and who have been so co-operative with their advice and counsel.

John W. Tobin

Superintendent of Schools

The Orient — Prominent in Today's News and in Our Seventh Grade Social Studies

AMERICAN EDUCATION has long been at war with ignorance and greed, prejudice and evil. These are its enemies of old. They are its enemies today. The cause of education remains the same; only the form of the struggle has been changed. Never was there a time when the profession of education carried such a heavy responsibility, never a time when its members might feel a greater pride in the significance of their work, never a better opportunity to serve. —

Educational Policies Commission.

Cambridge, Massachusetts Public Schools

1955
ANNUAL REPORT

Annual Report

OF THE

School Committee

AND THE

Superintendent of Schools

Cambridge, Massachusetts

1 9 5 5

Administration and Business Offices of the Cambridge School Department in the Rindge Technical School Building, 1700 Cambridge Street, Cambridge 38, Mass.

The School Calendar

1955-1956

THE FIRST TERM
September 18, 1955 to December 23, 1955

THE SECOND TERM
January 3, 1956 to February 17, 1956

THE THIRD TERM
February 27, 1956 to April 13, 1956

THE FOURTH TERM
April 23, 1956 to June 22, 1956

1956-1957

THE FIRST TERM
September 10, 1956 to December 21, 1956

School Holidays

Columbus Day; Armistice Day; Thanksgiving Day and the day following; Washington's Birthday; Good Friday; Patriots' Day; Memorial Day; and the seventeenth of June. If one of these holidays falls on Sunday, the schools are closed on the following day.

Offices at 1700 Cambridge Street
Offices open from 9 o'clock A.M. to 5 o'clock P.M. every day, excepting Saturday.

Evening Schools

There are two terms of the evening schools. The first term begins on the second Tuesday of October and closes one week previous to the closing of the day schools for the Christmas holidays. The second term begins on the first Tuesday of January, except when that day falls on New Year's Day, in which case it begins on the Thursday following New Year's Day, and continues for at least twenty-five evenings. Vacations and holidays are the same as in the day schools.

The School Committee

From January 1, 1954 to January 1, 1956

Chairman

Mayor John J. Foley ....20 Rindge Avenue

Vice-Chairman

Pearl K. Wise .....2 Riedesel Avenue

John J. Campbell, Esq. ....11 Felton Street

Paul R. Corcoran .....989 Memorial Drive

Francis J. McCrehan ....11 Blanchard Road

Judson T. Shaplin, Ph.D.
112 Avon Hill Street

Alfred E. Vellucci .....19 Roosevelt Towers

Officers of the Cambridge School Committee

Superintendent of Schools

John M. Tobin .....76 Fresh Pond Lane

Assistant Superintendent of Schools

Edward J. Danehy .....37 Yerxa Road

Secretary to the Superintendent of Schools

John R. McCarthy .....198 Rindge Avenue

Secretary to the School Committee and Business Agent

Edward J. O'Connell .....49 Fayette Street

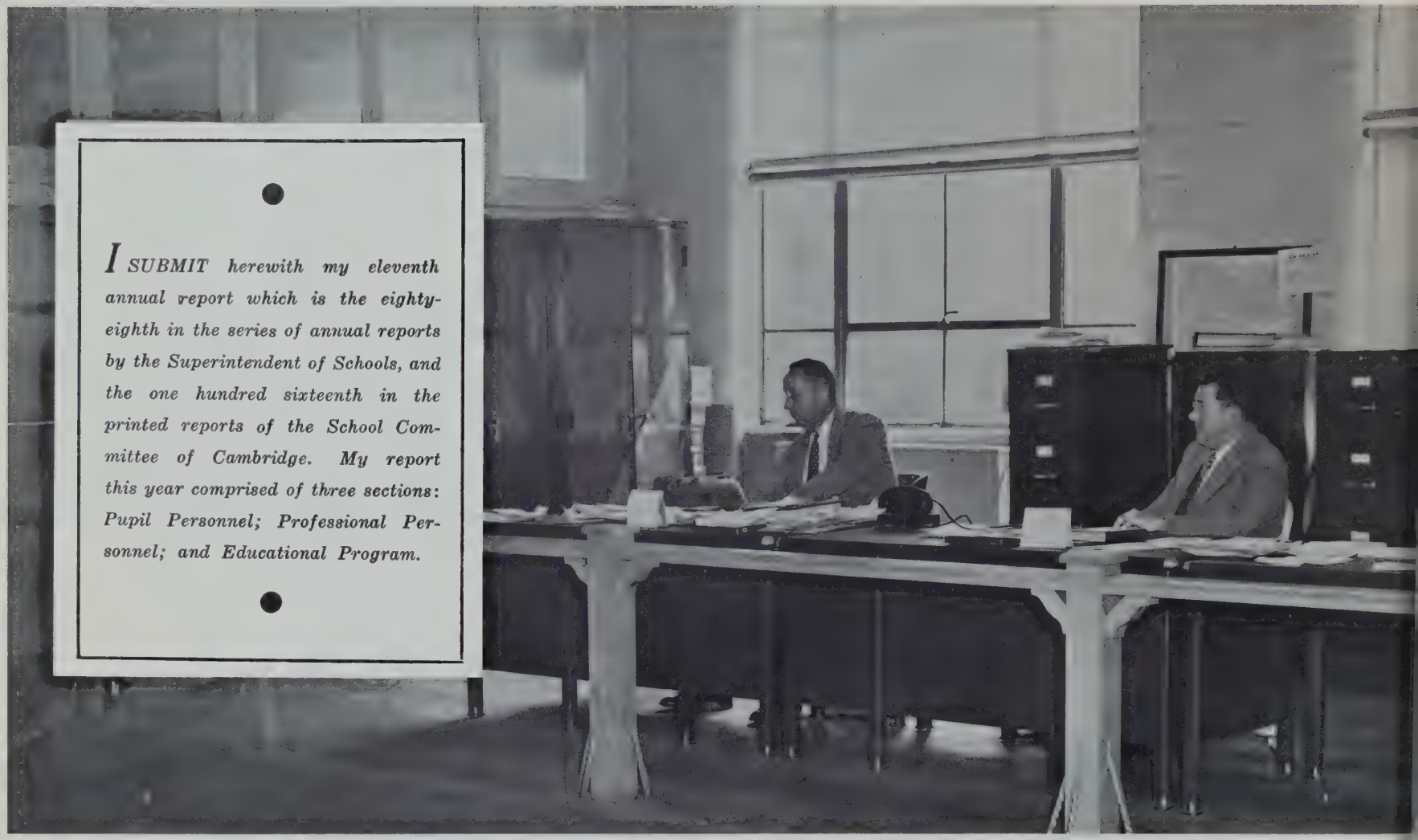
Assistant Business Agent

Gerald T. Liston .....151 Magazine Street

Chief Custodian

William J. Fitzgerald .....79 Reservoir Street

I SUBMIT herewith my eleventh annual report which is the eighty-eighth in the series of annual reports by the Superintendent of Schools, and the one hundred sixteenth in the printed reports of the School Committee of Cambridge. My report this year comprised of three sections: Pupil Personnel; Professional Personnel; and Educational Program.



Administration Office of the Cambridge School Department

Eighty-eighth Annual Superintendent's Report Nineteen Hundred and Fifty-five

Visual Education

Elementary School Exhibitions

Distribution of Pupils by Age and Grade

●

1955

AGES

Grade	Sex	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Over 21	Totals
Kdg.	M	243	271	5	1																520
	F	213	236	1																	450
I	M		144	322	57	7	1														531
	F		157	280	42	6	1														486
II	M			130	251	74	11	3	1												470
	F			146	229	41	5														421
III	M				105	250	70	21	3	1											450
	F				144	262	50	9	2												467
IV	M					140	192	67	29	5											433
	F				1	159	209	54	18	2	2										445
V	M						62	168	84	33	8										355
	F						112	172	46	13	2	1									346
VI	M						1	89	171	71	33	7									372
	F							99	161	56	16	4	?								338
VII	M								86	179	64	24	6								359
	F							1	103	183	43	14	4								348
VIII	M									66	155	81	26	2							330
	F									102	177	55	12	3							349
IX	M										123	203	98	17	3		1				445
	F										129	154	49	8	4	1					345
X	M										4	112	167	57	13	4	2				359
	F											97	130	45	8	1					281
XI	M											2	90	142	61	14	4		1	2	316
	F												114	96	34	6			1		251
XII	M												2	102	138	54	19	1	1	3	320
	F												1	102	104	25	7				239
P. G.	M														6		1				7
	F																1				1
Voc.	M											32	59	22	3						116
Schs.	F											11	20	2		1					34
Ungraded	M			1	2	3	9	3	12	15	11	12	8	1	1						78
	F				1		2	6	3	7	8	9	4	4	1						45
Totals	M	243	415	458	416	474	346	351	386	370	398	473	456	343	225	72	27	1	2	5	5461
	F	213	393	427	417	468	379	341	333	363	377	345	336	260	151	34	8		1		4846

October 1, 1955

Grand Total 10,307

AGE GROUPS

5 Years or over and under 7

Boys 873 Girls 820 Total 1,693

7 Years or over and under 16

Boys 3,670 Girls 3,359 Total 7,029

1955 Class Statistics

October 1, 1955

Enrollment Chart by Grades

Grade	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955
I	805	913	1,080	1,135	1,005	997	1;166	1,198	1,079	1,017
II	817	760	826	949	967	884	841	976	969	891
III	849	727	688	815	880	893	812	827	921	917
IV	839	720	793	696	815	821	842	779	751	878
V	761	858	750	759	696	790	799	801	747	701
VI	805	867	741	732	723	651	689	782	759	710
VII	848	706	705	724	699	657	640	677	749	707
VIII	899	694	649	695	654	654	611	584	626	679
IX	947	883	847	797	800	751	815	796	790	790
X	799	853	802	771	744	772	708	741	698	640
XI	879	826	833	760	690	725	689	595	666	567
XII	798	754	708	688	605	559	601	568	550	559
P.G.	112	60	55	45	14	17	15	21	14	8

Number of Pupils in the High and Vocational Schools

Grade	IX	X	XI	XII	P.G.	Total
High and Latin	529	421	360	359	8	1677
Rindge	261	219	207	200	—	887
Boys' Vocational	ungraded					116
Girls' Vocational	ungraded					34

October 1, 1955

NUMBER OF PUPILS IN THE GRAMMAR SCHOOLS DECEMBER, 1955

Year	Boys	Girls	Total
Eighth	330	350	680
Seventh	368	347	715
Sixth	367	335	702
Fifth	361	336	697
Fourth	423	422	845
Total	1849	1790	3639

NUMBER OF PUPILS IN THE PRIMARY SCHOOLS DECEMBER, 1955

Year	Boys	Girls	Total
Third	426	461	887
Second	479	400	879
First	538	483	1021
Total	1443	1344	2787

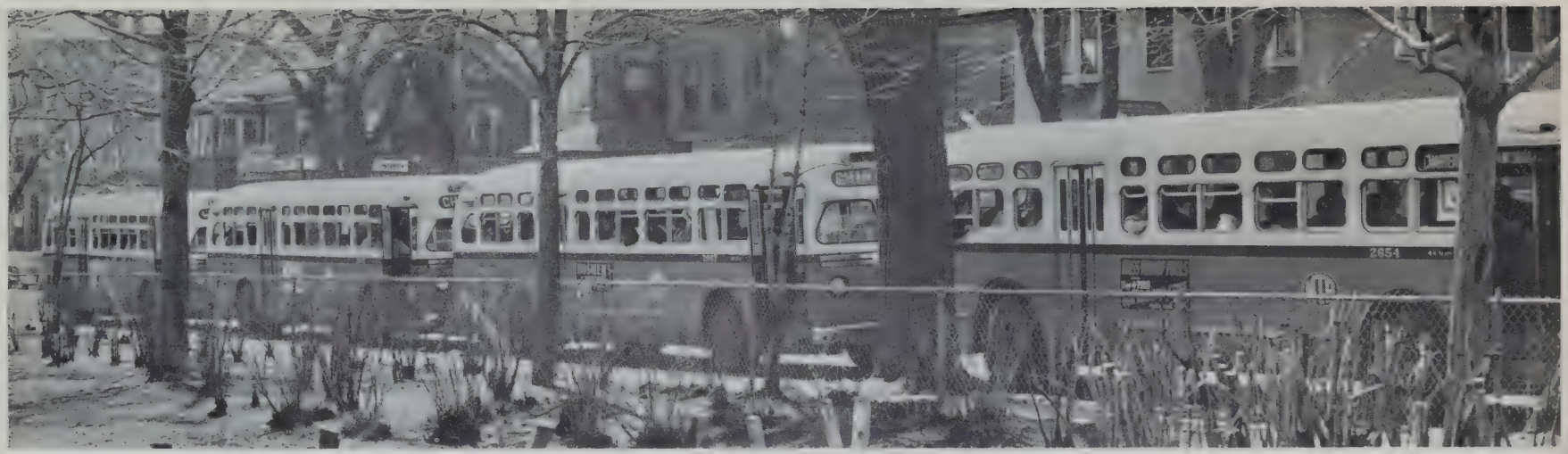
NUMBER OF PUPILS IN THE KINDERGARTEN DECEMBER, 1955

Boys	527
Girls	447
Total	974

Statistics of Our Schools by Classes

●

1955



Transportation for School and Commerce Day

Contestants in the Kelley School's Science Fair Stand Beside Their Entries

An Elementary School Fashion Show

Professional Personnel

The standards of professional training, experience, and competence, which candidates for teaching positions in the Cambridge Public Schools must meet, are as high, as realistic, and as objective as our present knowledge and experience can make them. Our standards demand that each candidate hold a Bachelor's degree, or better, from an accredited college or university; that he have had a minimum of one school year of paid classroom teaching experience for which he has received a performance rating of satisfactory or better; that he achieve a score of 550 or better on the National Teachers Examination. Candidates who present these qualifications are called upon to give a teaching demonstration before our Board of Examiners, are interviewed and, finally, rated by this Board.

Our standards are high and are administered as impartially as is humanly possible because, primarily, the children of Cambridge — like children everywhere — deserve only the best teachers and, also, because we who are responsible for teacher selection must keep faith with our fellow citizens who make possible the material rewards for teaching in Cambridge. And these rewards — our single salary schedule with its minima and its maxima and its provisions for annual increments, our sick and sabbatical leave privileges, our pension rights — are great.

Even though these material rewards are as good as, or better than, those offered by comparable and neighboring communities, we have experienced difficulty in filling our vacancies at the primary grade level. Candidates who meet our experience requirement just do not present themselves. And this experience requirement makes it impossible for us to compete with other school systems in recruiting promising young people from the graduating classes of our teacher training institutions. We asked ourselves, therefore, why experience, gained in and evaluated by another school system, should be more valuable professionally than experience gained in the Cambridge Public Schools under the guidance and supervision of our own staff.

Because the answer seemed so obvious, I recommended to the 1954-1955 School Committee that certain changes be made in its Rules governing the appointment of primary grade teachers. On January 19, 1955 the School Committee acted favorably upon the recommendation. The new plan provides for a one year probationary appointment as primary grade teacher for individuals who rank highest in meeting the criteria outlined below and in an interview conducted by our Board of Examiners.

1. The candidate must hold a Bachelor's degree from an accredited college and must rank in the first quartile of her class.
2. The candidate must have had 200 hours of supervised practice teaching which teaching must be certified by the college as being of superior quality.
3. The candidate's pre-service training must have included successfully completed course work in child phychology and in the teaching of the language arts at the primary grade level.

To qualify for re-appointment at the end of her probationary year, the candidate must:

1. achieve a score of 550 or better on the National Teachers Examination;
2. must be evaluated by the Board of Examiners, the Director of Primary Education, and the Master of the school to which she is assigned as being a superior teacher or as having superior teaching potential.

That this change in the School Committee's Rules was an effective recruiting device is witnessed by the fact that the Placement Offices of the teacher training institutions in this area recommended 194 individuals for consideration and screening by our Board of Examiners. That the Board of Examiners has keep faith with our children, our fellow citizens and our School Committee is witnessed by the fact that it recommended only 17 of these 194 young women for probationary appointments as primary grade teachers.

The change in the School Committee's Rules which has made these probationary appointments possible is predicated, as I have suggested in an earlier paragraph, on the proposition that teaching experience gained in the Cambridge Public Schools under the guidance and supervision of our own staff can be as valuable professionally as that gained in another school system. To be sure that it would be, an Orientation Workshop was organized by our Board of Examiners and Staff Council on Personnel Development for these 17 probationary primary grade teachers and the new teachers of other grades. The Workshop met at three on Monday afternoons. "What is Expected of the Beginning Teacher", was the Workshop's general theme and each of its sessions was guided by an elementary school Master or the Director of one of our specialized departments. The Workshop's program follows:

Orientation Workshop for Beginning Teachers

GENERAL THEME

WHAT IS EXPECTED OF THE BEGINNING TEACHER

MONDAY, OCTOBER 10

Greetings from the Superintendent — Mr. John M. Tobin
A Good Beginning — Mr. William F. Foley

MONDAY, OCTOBER 17

Meeting the Staff Council

MONDAY, OCTOBER 24

Keeping Records — Mr. Louis N. Fougere

MONDAY, OCTOBER 31

Learning to Understand Children — Miss Mary R. O'Neill

MONDAY, NOVEMBER 7

Discussion of Common Problems — Mr. Edward A. Conley

MONDAY, NOVEMBER 14

Discipline — Mr. Gunnar E. Haugh

MONDAY, NOVEMBER 21

An Attractive Classroom — Mr. Francis X. Mahoney

MONDAY, NOVEMBER 28

The Teacher Personality — Mr. John J. Sullivan

MONDAY, DECEMBER 5

The Use of Supplies — Mr. John J. Balfe

MONDAY, DECEMBER 12

Developing Moral and Spiritual Values — Mr. Francis J. Carney

MONDAY, JANUARY 9

Making Use of Community Resources — Mr. Kenneth W. Goepper

MONDAY, JANUARY 16

Teacher Benefits — Mr. John F. Toomey

MONDAY, JANUARY 23

The Guidance of Extra Class Activities — Mr. Raymond G. D'Arcy

MONDAY, JANUARY 30

The Teaching of Reading — Miss Elizabeth F. Butler

MONDAY, FEBRUARY 6

The Teaching of Arithmetic — Mr. David E. Hockman

MONDAY, FEBRUARY 13

The Testing Program — Dr. Ruth F. Boland

MONDAY, MARCH 5

The Music Program — Mr. James W. Anderson

MONDAY, MARCH 12

The Art Program — Mr. J. Louis Doyle

MONDAY, MARCH 19

The Health Program — Mr. Charles H. Cremens

MONDAY, MARCH 26

The Physical Education Program — Mr. Joseph A. Kozlowsky

MONDAY, APRIL 2

Audio Visual Aids — Mr. Edward F. Hurley

MONDAY, APRIL 9

Meeting the Emotional Needs of Children — Frank A. Straccia, M.D.

THE CAMBRIDGE PUBLIC SCHOOLS SPONSORED SIX ADDITIONAL WORKSHOPS IN 1955:

A SCIENCE WORKSHOP for the Masters and Principals of the elementary schools, under the direction of Dr. Fletcher G. Watson, Associate Professor, The Graduate School of Education, Harvard University, explored elementary school science curricula, textbooks and the criteria to be applied in their selection, and instructional techniques including the 'reading' as compared with the 'experimental' approach.

Citizenship Education Workshoppers

AN EDUCATION FOR CITIZENSHIP WORKSHOP, under the direction of Dr. John E. O'Loughlin, Vice Principal of the Somerville High School and Lecturer, Divisions of University Extension and Citizenship Education, Massachusetts Department of Education, was designed to help the elementary and secondary school classroom teacher educate for democracy with a clearer, stronger purpose. Building on the premise that every teacher is a teacher of citizenship, the Workshop sought to identify teaching materials and methods as well as student activities which prepare students more adequately for the duties of citizenship. Effective school and community practices for increasing and improving observance of law, intergroup good-will, and political interest and intelligence were stressed. The Massachusetts Department of Education supplied a specialized library of approximately two hundred books and pamphlets to supplement the considerable resources of our Professional Library. Speakers from civic and social agencies brought specialized points of view to the group. Seniors from the High and Latin and Rindge Technical Schools described their experiences at, and their reactions to Student Exchange Day. The papers written by the teachers who participated in this Workshop emphasized actual problems and practical solutions that had real value for implementing the aims of the Workshop.

Other Workshops were the *READING WORKSHOP FOR SECOND GRADE TEACHERS,* the *READING WORKSHOP FOR THIRD GRADE TEACHERS,* and the *MUSIC EDUCATION WORKSHOP.*

AN ART WORKSHOP, under the direction of Mrs. Wilma Geer Bradbury, Art Consultant for the Binney and Smith Company, was conducted for five hours each on three successive afternoons and evenings — November 29 and 30, and December 1, 1955 — for our elementary school teachers. 'Learning by Doing' was the watchword of this Workshop and the use of stimulating, inexpensive materials and a variety of art media, as noted in our new Art Education Outline, was stressed. Thirty-five teachers participated in this Workshop, so that now 131 of our elementary school classroom teachers have benefited from this training in modern practices in Art Education.

Third Grade Teachers' Reading Workshop

STAFF COUNCIL ON PERSONNEL DEVELOPMENT
SCHOOL DEPARTMENT
1700 CAMBRIDGE STREET
CAMBRIDGE 38, MASSACHUSETTS

December 20, 1955

Mr. John M. Tobin
Superintendent of Schools
Cambridge 38, Massachusetts

Dear Mr. Tobin:

The Staff Council on Personnel Development respectfully submits to you its ninth annual report.

The Staff Council believes that the Superintendent will find of interest and of value a comprehensive summary of the In-Service Training of the Cambridge Staff since the present increment credit system of the Cambridge School Department was established. The attached summary is thus submitted.

An analysis of this data indicates that there has been a sustained interest in professional improvement on the part of the teaching personnel. Beyond the hours required for increments, three thousand hours of advance training have been earned and reported to the Staff Council. In addition many other courses have been taken but not reported by members of the teaching staff.

The Staff Council wishes to express its appreciation to the School Committee and to the Superintendent of Schools, Mr. John M. Tobin, for the interest they have manifested in the In-Service Training Program, and for the kindly spirit of cooperation that has prevailed.

Respectfully yours,

STAFF COUNCIL ON PERSONNEL DEVELOPMENT
(Signed) Thomas J. O'Loughlin
Secretary

MEMBERS

Ruth F. Boland
Anna P. Butler
Edward A. Conley
Henry O. Delaney
Albert M. Sateriale
Anne J. Wetmore
John J. Sullivan

PREPARATION STATUS OF INSTRUCTIONAL STAFF

1946-1947 Beginning of In-Service Training Number of Teachers	Diplomas and Degrees	1954-1955 Present Status Number of Teachers	Total Number of Credits Earned Since 1947
38	*No Diploma or Degree	31	341
7	One Year Diploma	0	0
156	Two Year Diploma	122	2281
39	Three Year Diploma	26	479
12	Four Year Diploma	6	56
122	Bachelor Degree only	161	2176
6	Two Bachelor Degrees	4	50
118	Bachelor and Master Degrees	180	3803
9	Two Bachelor Degrees — One Master Degree	5	51
7	Bachelor and Two Master Degrees	9	98
1	Two Bachelor Degrees and Two Master Degrees	1	15
3	Bachelor, Master, and Doctorate Degrees	3	31
518		548	9381

**This category includes teachers of vocational subjects whose preparational requirements are based on experience in their respective fields.*

Educational Program

Probably no social invention of the past half century has had a more profound effect on educational practice than has the discovery of the principle of individual pupil differences. The diversification of the school program to provide for the wide variety of physical and intellectual differences exhibited by pupils is one of the results of the elaboration of this principle. Indeed, the validity of a school's claim to be an institution for 'all the children' can now be defined quite accurately in terms of the adequacy of its provision for these differences.

In most instances these differences are, in nature and degree, the more usual ones for which compensation can readily be made in the regular classroom. Such of them as are interests, such of them as are the more readily identified physical, mental and artistic or mechanical aptitudes and abilities, are bound to manifest themselves in the course of the interaction which is the stuff of classroom life. The skill and frequency with which the classroom teacher uses these differences as the means, or the occasion, for enriching the educational experience of the individual and the group of which he is part, are marks of his professional competency.

In most instances, too, it is the classroom teacher who first notes the symptoms of those physical and intellectual differences which will require special educational facilities if educational opportunity, in terms of the pupil's capacity, is to be equalized. The diagnosis of the cause(s) of these symptoms, recommendations as to remedial action, the administration and supervision of the special educational facilities which provide for these differences are the tasks, in our school system, of the Bureau of Pupil Services. It is to the work of this Bureau and its three divisions — Measurement and Research, Educational and Vocational Guidance, and Special Education — that I am devoting this section of my Annual Report.

THE DIVISION OF MEASUREMENT AND RESEARCH

The Division of Measurement and Research, Bureau of Pupil Services, administered and evaluated the results of 565 individual tests during the 1955 calendar year. The tables which follow present data which suggest the scope and the value of this individual testing program.

TABLE 1

TESTS ADMINISTERED TO INDIVIDUALS 1955*

1. Individual Intelligence Tests	239
Stanford-Binet — Form L	
Wechsler-Bellevue Intelligence Scale	
Wechsler Intelligence Scale for Children (Wisc)	
2. Group Intelligence Tests Administered to Individuals	28
California Test of Mental Maturity	
Otis Beta — Form EM	
3. Group Achievement Tests Administered to Individuals	234
Stanford Achievement Battery	
Massachusetts School Subject Test	
4. Projective Tests	53
Bender-Gestalt	
Children's Apperception Test (CAT)	
Rorschach	
Rotter Incomplete Sentences	
Thematic Apperception Test (TAT)	
5. Interest Tests	10
California Occupational Interest Inventory	
Kuder Preference Record	
6. Wrenn Study Habits Inventory	1
	565

**An individual test may be defined as one that may be given to one individual at a time, or as a test whose nature is such that it can only be given to one individual at a time. The results of individual tests enjoy a high degree of reliability.*

A Large Type Dictionary Helps High School Pupils with Defective Vision

The Psychiatrist Helps Identify and Solve Problems

TABLE 2

NUMBER OF PUPILS GIVEN INDIVIDUAL TESTS, BY GRADE LEVEL: 1955*

Grade Level	Number Individually Tested
Kindergarten	20
Grade 1	32
2	38
3	19
4	27
5	22
6	19
7	12
8	24
9	56
10	22
11	6
12	2
Special Class	16
Boys' Vocational School	14
Girls' Vocational School	2
Remedial Reading	2
	333

**It will be noted that 565 individual tests were administered to 333 pupils.*

In addition to the two psychologists who devote much of their time to this individual testing, the Division of Measurement and Research has a psychiatrist on its staff. Although he is available to us only one-half day each week, he saw 59 pupils in a seven month period in 1955. And, in addition, in every case he saw one or the other — sometimes both — of the pupil's parents. Thus we are assured not only of the very necessary parental consent to the child's interview with the School Psychiatrist but we are also assured of parental understanding of the basic difficulty and, as well, of parental co-operation with the school in helping the child overcome the difficulty.

Pupils referred to the School Psychiatrist are those who have demonstrated behavioral characteristics which have — or which will — lead to difficulty in inter-personal relations in the considered opinion of the child's classroom teacher and his Headmaster, Master or Principal. Each pupil so referred is first given a battery of individual tests. The results of these tests, together with the classroom teacher's written statement of his observations, are studied by the School Psychiatrist before he interviews the child. The parent and the School Psychiatrist then discuss the latter's diagnosis and his recommendations for remedial action. Immediately following this, the staff of the Bureau of Pupil Services confers with the Psychiatrist on each pupil interviewed. As a result of these case conferences definite recommendations are made to the Headmaster, Master or Principal and to the classroom teacher.

The data presented above in Table 2 make it clear that the vast majority of individual tests are administered to pupils at the elementary school level. This is not surprising because the elementary school must accept all who meet its age and residence requirements and only rarely is enrollment in one or another of our specialized classes clearly indicated at the time of the child's initial admission to school. Truly it can be said, then, that the elementary school has a unique and clear claim to be called a school for 'all the children.'

Possession of this title entails certain responsibilities. Our elementary classroom teachers, and the Masters and Principals of these schools have been alert to discover, as well as highly successful in discovering, those pupils who may require specialized attention. Nevertheless, and chiefly because our understanding of human behavior and its causes is constantly expanding, I recommended to the 1954-1955 School Committee that, regardless of the content of his pre-service training, each teacher be required to include in his in-service training program course work, to be approved in advance by our Staff Council on Personnel Development, in these areas: educational measurement; child psychology; mental health; methods in the individual's area of specialization. I wish to thank the 1954-1955 School Committee for the promptness with which it ratified this recommendation.

The Division of Measurement and Research, Bureau of Pupil Services, does of course conduct a continuing in-service training program designed to meet the exigencies of our group testing program. It was this Division, for example, which briefed those of our elementary school teachers who administered the group intelligence and achievement tests given in 1955. The Division not only saw to it that each teacher involved had the necessary kit of materials but that each was also acquainted with the nature and purpose of the particular tests as well as with those of its special features which affected its administration and/or its evaluation.

The Briefing Before Testing

TABLE 3

GROUP INTELLIGENCE TESTS ADMINISTERED 1955*

Grade Level	Name of Test	Number
1	Pintner-Cunningham Primary Test	1056
2, 3, 8, 9, 10	Otis Quick-Scoring Mental Ability Test	2724
11, 12	California Test of Mental Maturity, Advanced Form	544
		4324

**A group test is a test which can be administered to a number of pupils at the same time. The results of group tests do not enjoy as high a degree of reliability as do those of individual tests.*

TABLE 4

TITLE AND NUMBER OF GROUP ACHIEVEMENT TESTS ADMINISTERED, BY GRADE LEVEL: 1955*

Grade Level	Title of Group Test	Number
2, 3	New York Test of Arithmetical Meaning	1766
9, 11	California Reading Test	1042
9	California Occupational Interest Inventory	542
		3350

**Stanford Achievement Tests in all subject-matter areas were administered in grades 2-8, inclusive, in 1954. It was not considered necessary to run extensive achievement tests in 1955.*

THE DIVISION OF EDUCATIONAL AND VOCATIONAL GUIDANCE

All this testing, whether individual or group, serves but one purpose — the guidance of the individual pupil. A glance at the "Staff" section of the organizational chart of the Division of Educational and Vocational Guidance, Bureau of Pupil Services, which is to be found elsewhere in this Report, shows that the work of educational guidance is for the most part — like so many other invaluable labors — an unremitting, unspectacular task that is discharged many times daily by the competent classroom teacher.

More spectacular than either the guidance work of the classroom teacher, or the course in Occupations offered our eighth grade pupils, or the meetings at which representatives of our high and vocational schools describe the opportunities of their respective schools to our eighth grade pupils and their parents, are our Career Days. Organized by our high school Placement Counselors, the annual Career Day has made it possible for the Juniors and Seniors in our high schools to meet representatives of the professions, business and industry and to learn of the many opportunities that are available. The Career Days have made it possible for our young people to learn at first hand the requirements as well as the advantages and disadvantages of various fields of work. Our purpose has been to provide these embryonic workers with a background of sound information that will make it possible for them to evaluate, with some assurance, these opportunities in the light of their own interests and abilities.

To provide our high school Seniors with further help in this very necessary task of job and self evaluation, a School and Commerce Day was initiated in 1955. Thereby 550 members of the Senior classes of the High and Latin School and Rindge Technical School were enabled to

School and Commerce Day

visit 33 industrial plants and business concerns through the cooperative efforts of the Cambridge Chamber of Commerce, The Cambridge Rotary Club, and the Cambridge School Department. A very considerable portion of our gratitude is due the Cambridge Rotary Club which defrayed the not inconsiderable expenses of this Day.

The Day — February 17th — began when 13 MTA busses arrived promptly, as scheduled, at 10:30 AM to carry the students, and their teacher escorts, to the business and industrial establishments of the former's own choosing. On arrival, they were met by a representative of the firm involved and taken on a guided tour of the enterprise. This tour enabled the young people to acquire first hand information and to gain an insight into the firm's operations. Follow-up was provided for by the essay contest sponsored by the Rotary Club, which awarded four $25.00 Government Savings Bonds as prizes, in which each student visitor evaluated his experience.

At noon the students and the teacher escorts, members of the Cambridge City Council, School Committee, Chamber of Commerce, and Rotary Club met for luncheon at the Hotel Continental. A member of the Rotary Club, the host organization, sat at each table. Mr. Samuel D. Wonders, President of the Cambridge Rotary Club, presided at the luncheon and introduced the speakers: The Honorable John J. Foley, Mayor and Chairman of the School Committee; Mr. Frederick H. Lovejoy, President of the Cambridge Chamber of Commerce; and, Mr. John M. Tobin, Superintendent of Schools.

The quotation which follows is taken from the "Magazine of Cambridge", monthly news bulletin of the Cambridge Chamber of Commerce:

> "The smooth manner in which the entire operation was carried out is a tribute to the remarkable coordination and co-operation between the Cambridge Chamber of Commerce, the Cambridge School Department, and the Rotary Club of Cambridge . . . February 17, 1955 was truly a great day in Cambridge."

The committee of businessmen and educators who did so much to make this "a great day" consisted of:

Guilbert Q. Wales, *Chairman*

Herbert Allen	Hollis G. Gerrish
Warren Berg	Charles E. Keniston
Arthur F. Brooks	Edmond J. Murphy
Paul V. Cusick	Richard D. Muzzy
Henry O. Delaney	Arthur Salvi

Frank H. Townsend

Our Teachers of the Physically Handicapped Instruct in Homes and Hospitals

The Hospital Teacher at Work

THE DIVISION OF SPECIAL EDUCATION

The Division of Special Education, Bureau of Pupil Services, is the agency in our school system whose mission it is to equalize educational opportunity, in terms of an individual's capacity, for pupils who exhibit the less common physical or intellectual differences. Pictures of some of the specialized educational facilities provided through the agency of our Division of Special Education are used to illustrate this Report. They tell the story of this Division much more vividly than my words can. There are, however, details no picture can tell. These it will be my task to present.

The Division provides instruction in homes and hospitals as well as in our school buildings. Our work with the homebound or hospitalized pupil began in 1929 — one year before it became mandatory for cities and towns with five or more home bound pupils to provide such instruction. Instruction for a minimum of two one-hour periods each week is offered pupils who will be out of school two months or longer. Children applying for this service must be reported to the Massachusetts Department of Education, and the Massachusetts Department of Public Health for their approval.

At the present time four teachers are engaged full time in this work. One of them has described her work as follows:

> "In dealing with these children the teacher must adjust to various homes and situations, and to a constantly changing program. Often she plans a day's program but will receive a call that Mary does not feel well and is unable to have a lesson. Then she must alter her plans so that Johnny or Jimmy may have a longer lesson, or she may go to some other child who ordinarily would not have a lesson that day.
>
> "The teacher assigned to instruct the Home Bound must appraise the abilities and disabilities, the personality and environment of each pupil and adapt her methods and procedures accordingly. She must consider the 'whole child', and this is done when every energy is used to understand all those factors which contribute to the proper guidance of each individual. Just as individual differences are apparent in children in the regular classroom so, too, they are found among these exceptional children. Some are rapid learners; others find school work difficult. Many accept their frailties; others find it hard to adjust.
>
> "The Home Teacher must recognize these facts and help the pupils appreciate their assets as well as their liabilities. Here we find a need for sympathetic and intelligent scrutiny. A child may have a talent for writing or drawing which could be developed and which may prove to be his vocation, or at least an avocation. Many persons who have been classified as permanently handicapped have become self-supporting. Home instruction has been profitable to them as a morale builder and as a training for active participation in community life.
>
> "Because of the limited time a teacher can devote to each pupil, progress of the confined may not always be equal to that which might be attained if he were attending school. However, the aim of this special education is to fit the individual to take his place in the home and in the social and economic world through the training of his capacities and interests to the highest degree of efficiency possible. Through this program he is taught to cooperate and helped to develop self-confidence."

The Division provides in-school instruction to four types of pupils: the trainable mentally retarded; the educable mentally retarded; the physically handicapped; the non-English speaking child. Cambridge provided educational facilities for its mentally retarded pupils long before it was required by law. It was in 1951, for example, that we established a class for the trainable mentally retarded at the Fernald School. However, it was not until 1954 that cities and towns who have five or more such pupils were required to establish facilities for their training. In the fall of 1955 we transferred this class from the Fernald School to our own Roberts School.

The trainable mentally retarded are those with IQs between 20 and 50. These youngsters who until recently have been unable to attend regularly organized public school classes are now given the advantage of school experience and training. In this class the major emphasis is on the development of acceptable social behavior and of adaptability to group requirements.

The educable mentally retarded are those with IQs between 50 and 80. The education of this group is organized at the elementary and intermediate levels and differs from the education of the average child in that the emphasis is placed upon the development of personality and adequacy in the occupational and social areas. They are expected to achieve the skills and degrees of knowledge in the academic areas of reading, writing, arithmetic, science and social studies which are commensurate with their abilities. In order to establish those habits and attitudes which will develop responsible, efficient citizens special emphasis is placed on punctuality, personal appearance, etiquette, getting along with others, personal health and safety. By State regulation, these classes are limited to 18 pupils to provide a maximum opportunity for individual attention. Only since 1954, however, has the Commonwealth reimbursed its cities and towns for 50% of the cost of these classes for the trainable and the educable mentally retarded.

OBJECTIVES OF THE EDUCATION OF THE EDUCABLE MENTALLY RETARDED IN CAMBRIDGE

Foundation for wholesome growing up toward satisfactory adulthood.

Health Both mental and physical

Building health attitudes and practices.

Home Life

Building habits and attitudes for family life.

Community Life

Building an understanding of group and community relationships.

Play and Leisure

Building an understanding of the proper use of leisure time.

Vocational Life

Understanding of self and need to find work in which one can succeed. Check requirements against own abilities. Building and understanding of available occupations open with stress upon preparation necessary to secure and hold a job. Habits and attitudes necessary for success.

Practical Everyday Skills

Speech

Reading

Number

Writing

Spelling

Practical Arts

As a means of laying a sound basis for hand skills and working habits that will aid the child in home life and in the working world.

We have also two Prevocational classes for boys of normal intelligence who, to use a phrase current in our Armed Forces, are over-age-in-grade because they have failed for one reason or another to make normal school progress. Since these classes are also limited to 18, many in this class profit from the individual attention, the small class makes possible, to the extent of graduating from it into one or another of our high or vocational schools.

The Division of Special Education also provides in-school educational opportunities for the physically handicapped. Classes in lip reading for hard of hearing students have been part of our educational program since 1923. Our lip reading teacher once described her work as follows:

> "Our lip reading classes are held weekly in all schools having one or more pupils needing the work. The number varies from fifteen to seventeen schools, including the high schools, with an annual enrollment of from about ninety to one hundred ten children. Some of these boys and girls have serious hearing losses; a few wear hearing aids; the others are sufficiently troubled to suffer strain or a degree of failure in understanding. Usually too, the prospect is for increased impairment as the years go by.
>
> "Recognized for what it is, faced squarely, treated adequately and offset by lip reading and if necessary by a hearing aid as well, a hearing loss, otherwise so disheartening, need be

little of a tragedy. The Cambridge Schools offer the help which lies within their power and as improved methods of testing or of teaching are developed, they will surely seek to employ these too."

The help the Cambridge Public Schools are giving a totally deaf pupil who entered the Freshman class at the High and Latin School in September 1955, is best told in her own words written as an English theme on October 13, 1955. The theme is entitled "The Big Change", and reads as follows:

"Last June 15, 1955 I was one of nine pupils in a graduating class of six girls and three boys. We were a happy group. I used to stay at school in Beverly and go home every week-end. It is a very small school with about one hundred pupils. Everything was comfortable and easy until I received my diploma from Beverly School for the Deaf. I felt very sad because I knew I would have to leave my friends and all the teachers who had been so patient because teaching a deaf pupil to read lips is very difficult. I have to learn to talk too, because I am totally deaf and have never heard my voice or any other person's voice.

"All summer I was confused, worried and sick, wondering where I could go to school or who would help me to receive a High School diploma. Then I decided to enter Cambridge High and Latin School. I was frightened and nervous at first. Everything was bustling. That kept my head whirling, but now I have been here for almost a month and I hope I am doing fine. I appreciate all the kindness of Mr. Sheehan, Miss Boland, Miss Smith, all the teachers and girls, who have tried so hard to help me. I hope that I am not causing too much trouble but I am very happy and I will try very hard to be a good student and make my family and the teachers proud of me, but most of all I hope that Miss Hartigan will be able to help me to talk as well as hearing people. I have faith in God and I hope He will help me to receive a diploma from Cambridge High and Latin School."

The case conference which considered the problems of this pupil undoubtedly contributed to the fine adjustment she has made. Convened by the Bureau of Pupil Services and attended by the Director of the Bureau, the pupil's Dean, her classroom teachers, and by our Lip Reading teacher, plans for classroom management were devised to meet the unique communication problems of this pupil. The fact that this pupil has won for herself a place on the school's Honor Roll would indicate that these plans were effective and fruitful.

Our teacher of Corrective Speech, who is a member of the Division of Special Education, reports that she taught 120 individual pupils during 1955. She describes her work as follows:

"Considering the value of correct speech to an individual's social and economic development, it can readily be understood that the school must give serious attention to speech correction.

"Pupils whose speech needs special consideration and training are assembled in these classes — in their respective schools — once each week, and in specific instances, twice a week. The various speech defects represented in the classes are stuttering, including the disorder of stammering, lisping in its variable forms, and the speech disorders which accompany such structural defects as hare-lip, cleft palate, tongue-tie, and irregularities of the teeth. In many cases, the child's utterance is so far below normal that there is a possibility that this difference may interfere with the child's social and class room requirements.

"The aim in this class is to correct and develop the child's speech that he may attain the ability to speak correctly in any situation. Each case under correction receives individual attention, and each problem is handled by a special technique. "Technical drill is a necessary part of speech therapy. The forming of correct habits is stimulated, and incorrectly formed habits are overcome. This technical work is supplemented by the socialization period of speech plays and speech games. Drill then becomes a purposeful element of play and the opportunity for group work is emphasized. Although individual work is most important, group work provides natural speech situations; also many children are strongly motivated by competition. Similar disorders are found in the group and the same technique may be applied successfully. The pupil-teacher method when the child works before his class provides opportunity for self-expression, develops self-evaluation, and inspires greater confidence."

TABULAR VIEW OF THE ACTIVITIES OF THE DIVISION OF SPECIAL EDUCATION: 1955

Number of Classes	*Activity*	*Number of Pupils*
	Instruction of the Home-, and Hospital-, Bound Pupils: Grades 1 through 12. Some of these children are convalescing from Polio. Others suffer from, among other ailments: fractures; rheumatic heart disease; anemia; bronchial asthma; arthritis; spinal bifida; thrombosis; psycho-neurosis; epilepsy.	40
1	Special class for the *trainable* mentally retarded — those with IQs below 50.	10
4	Special classes — each limited to 18 younger (aged 6-11) *educable* mentally retarded boys and girls — those with IQs between 50 and 80.	72
1	Junior Opportunity Class, limited to 18 older (aged 12 and over) *educable* mentally retarded girls — those with IQs between 50 and 80.	18
2	Junior Prevocational Classes, each limited to 18 older (aged 12 and over) *educable* mentally retarded boys — those with IQs between 50 and 80.	36
2	Prevocational Classes, each limited to 18 over-age-in-grade boys of average mental ability.	28
1	Sight-Saving, or Vision Class, limited to 18 boys and girls.	17
1	Basic English class.	31
7	Health classes.	62
	Lip-Reading classes in each school building as pupil need dictates.	100
	Speech Correction classes in each school building as pupil need dictates.	120

Enrollment in a regular elementary school class would prove to be too great a physical hardship for some children who are, however, ineligible for the services of a Home teacher. For these children we conduct Health and Nutrition classes in several of our elementary schools. These classes are small and ungraded so that the pupil receives what amounts to individual attention. Class work is interspersed with rest periods at regular intervals during the day and the pupil is served a mid-morning snack and a hot, nutritionally balanced lunch. There were 62 boys and girls of elementary school age enrolled in these classes during 1955. Pupils are admitted by the Superintendent of Schools who acts upon the recommendation of the Bureau of Pupil Services and the child's physician. A pre-requisite for assignment to one of these classes is the consent of the child's parent or guardian.

Our Vision, or Sight-Saving, Class is another instance of the Cambridge Public School's unremitting endeavor to fit the school to the child. This class, too, is ungraded yet instruction is offered in all regular school subjects. The classroom is equipped with special lighting, special seating, two special typewriters and a talking book. A dictionary and

Learning English — Their Adopted Mother Tongue

textbooks printed in large sized type are, also, standard items of equipment.

Some graduates of this Vision Class enter the Cambridge High and Latin School and pursue one or another of the curricula offered at that school. Every thing possible is done to facilitate their adjustment. Here again, a large type dictionary, a talking book and special typewriters are made available to them as well as guidance service. One legally blind young man, for example, who is now a Junior in the high school's Commercial course, had firmly resisted every suggestion that he undertake the study of Braille. Convinced that the boy needed this skill, the Bureau of Pupil Services enlisted the Guidance Services of the Division of Special Education, Massachusetts Department of Education. A conference was arranged in which the Director of our Bureau, the high school student, and a young man, also blind, who holds a Master's degree in Guidance participated. After several meetings, our Junior consented to undertake the study of Braille and has proved himself to be such an apt pupil that now he takes all his classnotes in it. He realizes now that his final decision was the wise one.

Another type of communications problem is presented by those children who come to us without a knowledge of English. Some are young enough to be placed in the Kindergarten where they rapidly pick up a working-speaking knowledge of English. The Division of Special Education has established our Basic English class to meet the needs of the older, aged 6-20, immigrant children. The method used is the Basic English method developed by Doctor I. A. Richards, University Professor, Harvard. We worked closely with Dr. Richards and his assistant, Miss Christine Gibson, in establishing this class. Of the 31 pupils enrolled in this class in 1955, 13 have acquired a degree of proficiency in English that has warranted their transfer to a regular grade. Portuguese, German, Ukrainian, Greek, Turkish, French, and Italian were the mother tongues of some of 1955's enrollees.

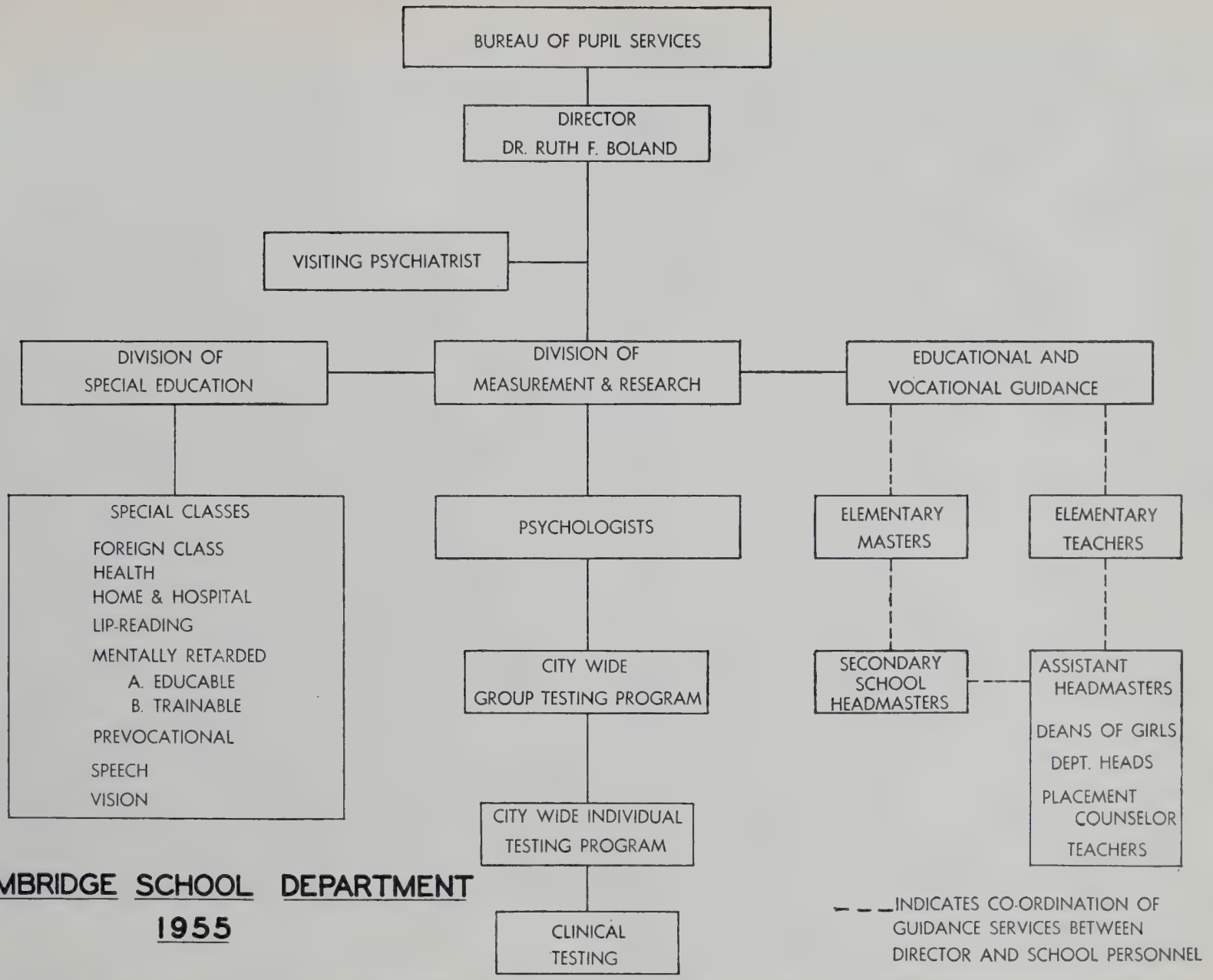
In closing this section of my Annual Report, I want to express publicly to the Director of the Bureau of Pupil Services, to the teachers and clerical workers assgnèd to its three Divisions — Measurement and Research, Educational and Vocational Guidance, and Special Education — the debt of gratitude which I and the community owe them for the great work they are accomplishing in fitting the school to the child, in equalizing educational opportunity in terms of the individual pupil's capacity. I am grateful, too, for the cooperation given me during the past year by the Directors, the Headmasters, Masters, Principals and classroom teachers.

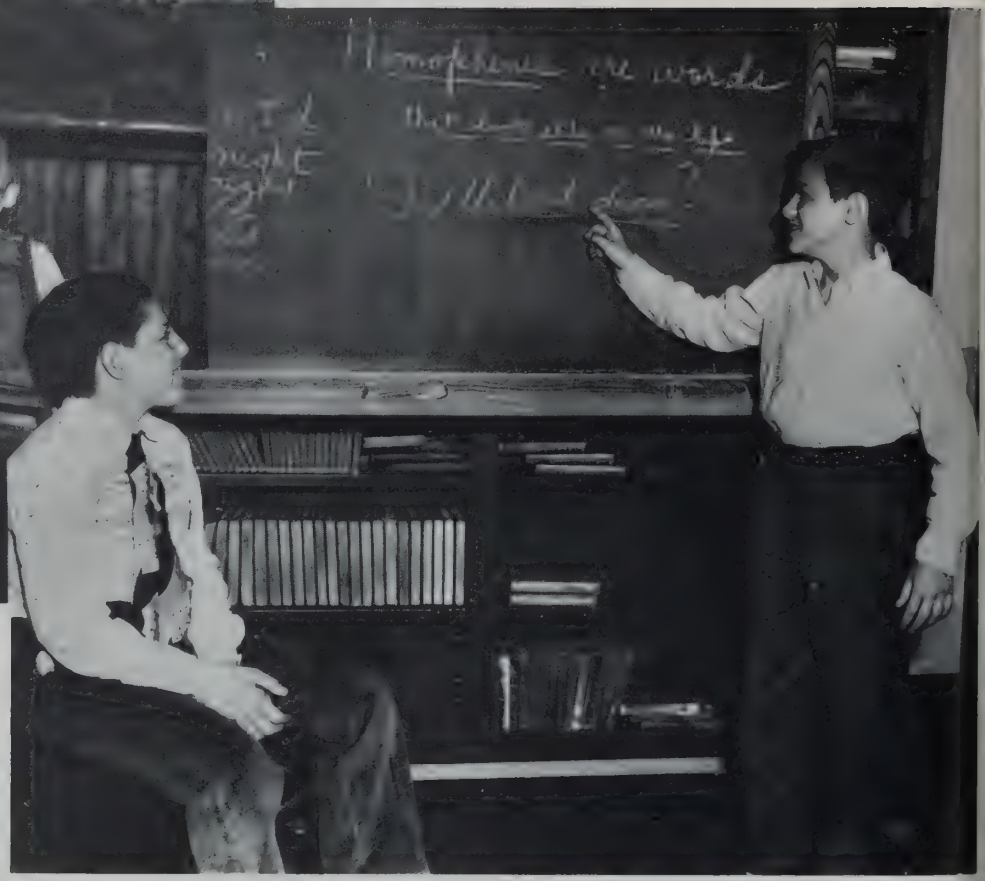
I desire to express my sincere appreciation to His Honor, the Mayor, and to the School Committee who have given their time so generously, and have been so cooperative and helpful with their advice and counsel.

John M. Tobin

Superintendent of Schools

A School Psychologist Administers The Binet Test


BUREAU OF PUPIL SERVICES
DIRECTOR
DR. RUTH F. BOLAND
VISITING PSYCHIATRIST
DIVISION OF
SPECIAL EDUCATION
DIVISION OF
MEASUREMENT & RESEARCH
EDUCATIONAL AND
VOCATIONAL GUIDANCE
SPECIAL CLASSES
FOREIGN CLASS
HEALTH
HOME & HOSPITAL
LIP-READING
MENTALLY RETARDED
A. EDUCABLE
B. TRAINABLE
PREVOCATIONAL
SPEECH
VISION
PSYCHOLOGISTS
ELEMENTARY
MASTERS
ELEMENTARY
TEACHERS
CITY WIDE
GROUP TESTING PROGRAM
SECONDARY
SCHOOL
HEADMASTERS
ASSISTANT
HEADMASTERS
DEANS OF GIRLS
DEPT. HEADS
PLACEMENT
COUNSELOR
TEACHERS
CITY WIDE INDIVIDUAL
TESTING PROGRAM
CLINICAL
TESTING
CAMBRIDGE SCHOOL DEPARTMENT
1955
INDICATES CO-ORDINATION OF
GUIDANCE SERVICES BETWEEN
DIRECTOR AND SCHOOL PERSONNEL



Division of Special Education in Action

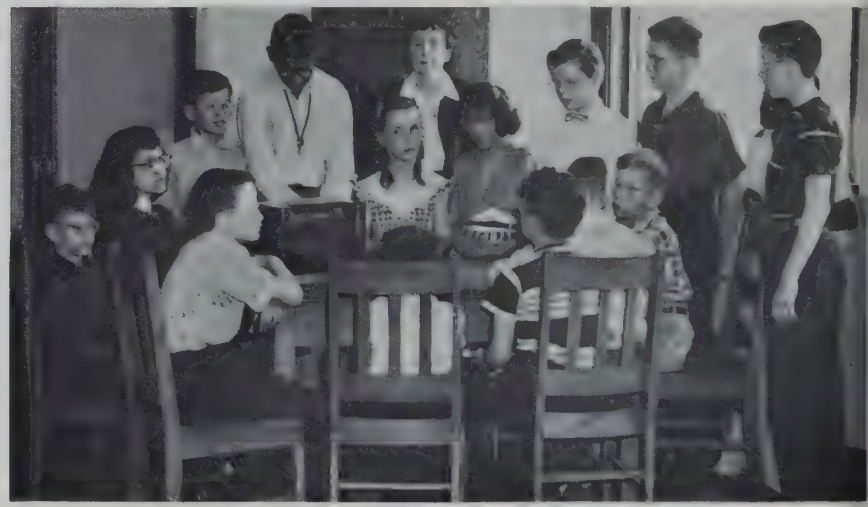
The Vision Class Uses Large Type Books

The Trainable Mentally Retarded Class

Our Talking Book Machine Helps High School Students with Defective Vision Complete a Reading Assignment

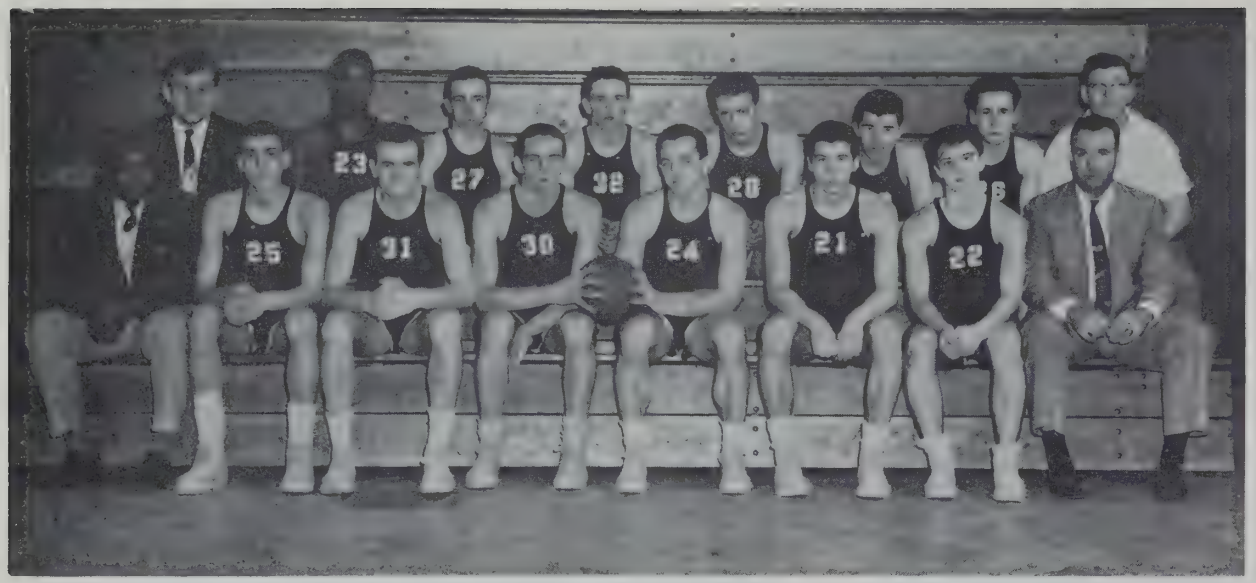
A Boy's Natural Interest In Sports and A Current E ent Give Added Meaning to the Geography Lesson in a Special or Any Other Class

Education as Occupational Therapy



Pupils in our Sight Saving Class are Trained to Listen

Pupils in our Sight Saving Class Learn to Type and to Use a Dictionary



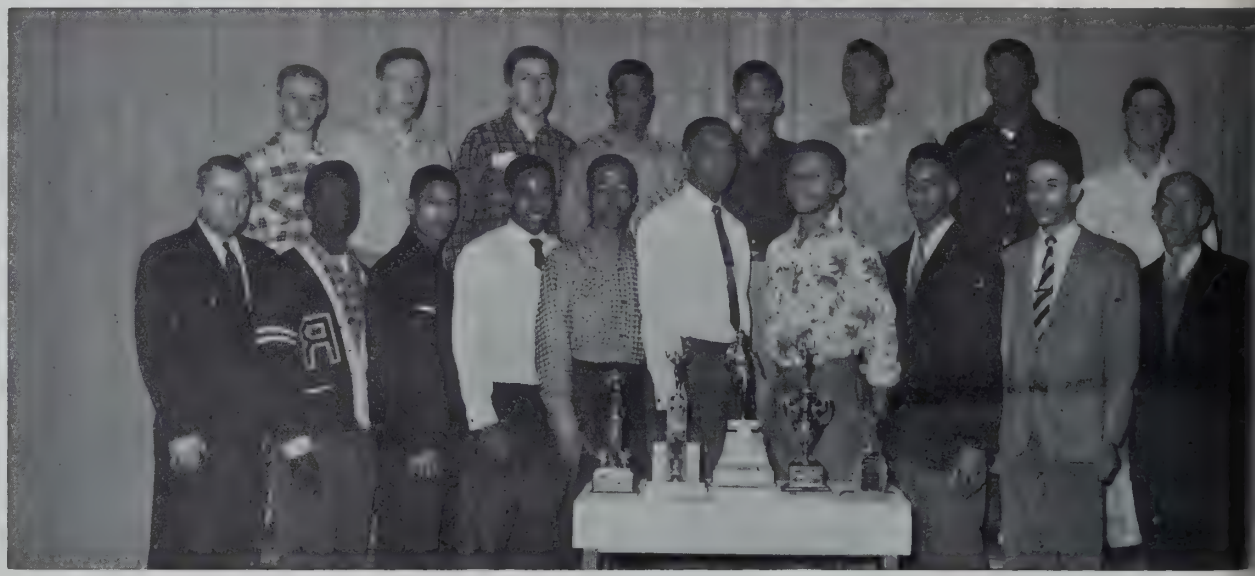
Cambridge High and Latin School
Championship Basketball Team

Among Our Athletes

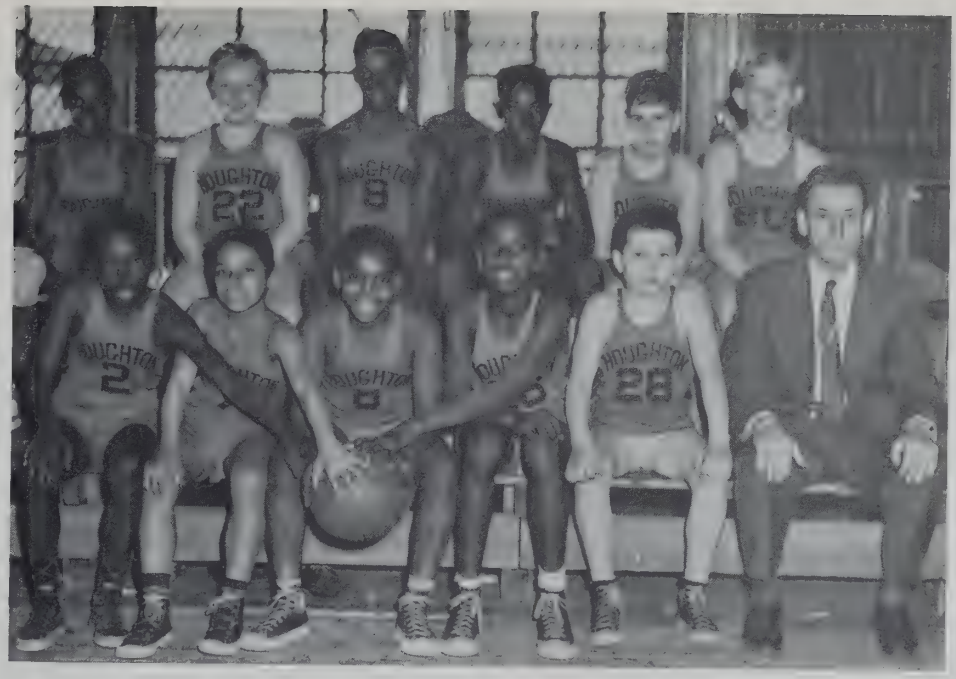
Championship Rindge Track Team

1955

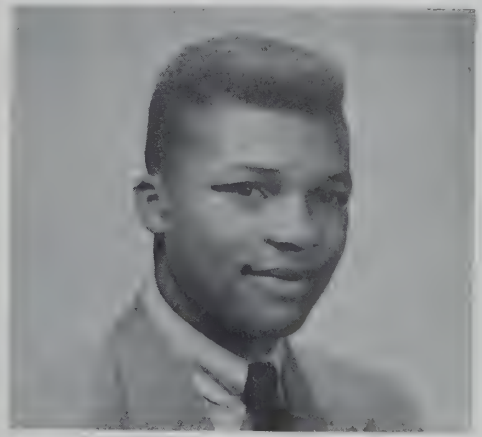
A Year of Many Championships



Bruce Hunter, C. H. L. S. Olympic Swimming Contender



Houghton School — 7th Grade Elementary School Basketball Champions



Edward Collymore, National Indoor 440 Yard Schoolboy Champion

Douglas Scholl
Rindge Technical School
Established New Suburban League Basketball Record

Captain Joseph Elder
Rindge Technical School
National Scholastic Indoor
60 Yard Dash Champion

Thomas F. Duffy
Coach of Our Many Champions

Wellington School Cheer Leaders

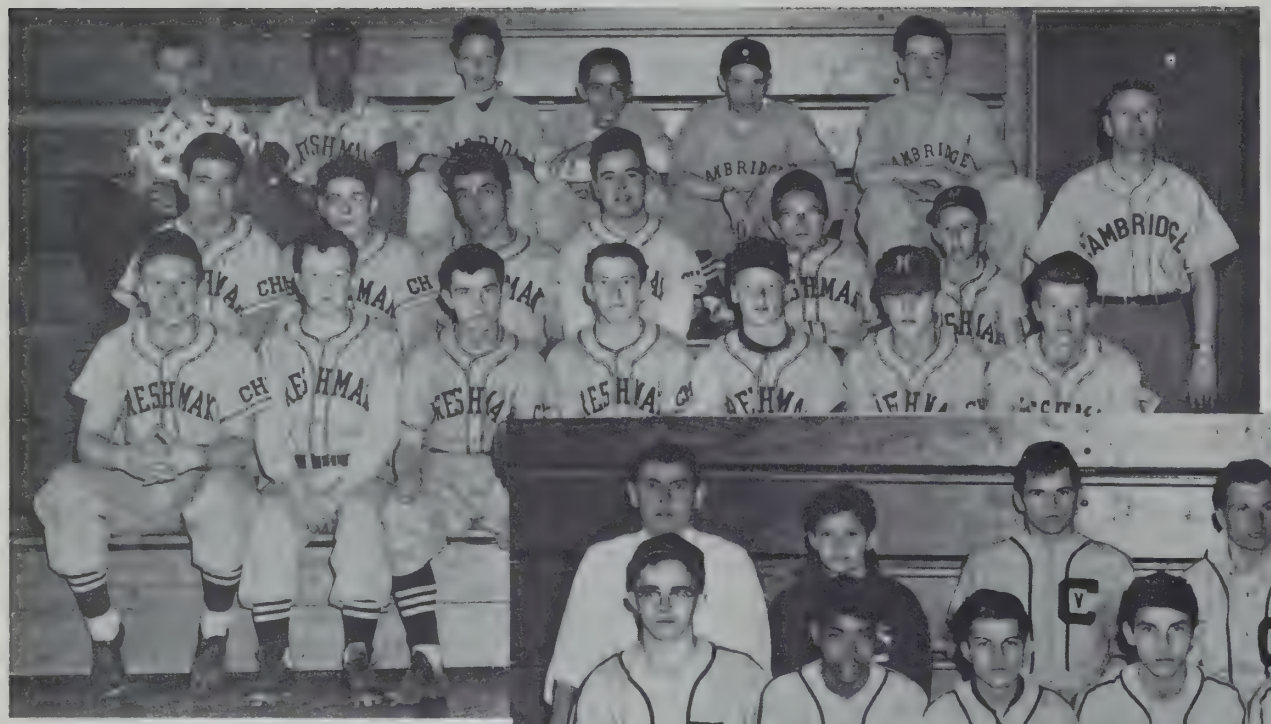
Athletics are Well Organized in Our Elementary Schools

Minor Sports

Receive Hearty Encouragement

Rindge Technical School Tennis Team

C. H. L. S. Golf Team



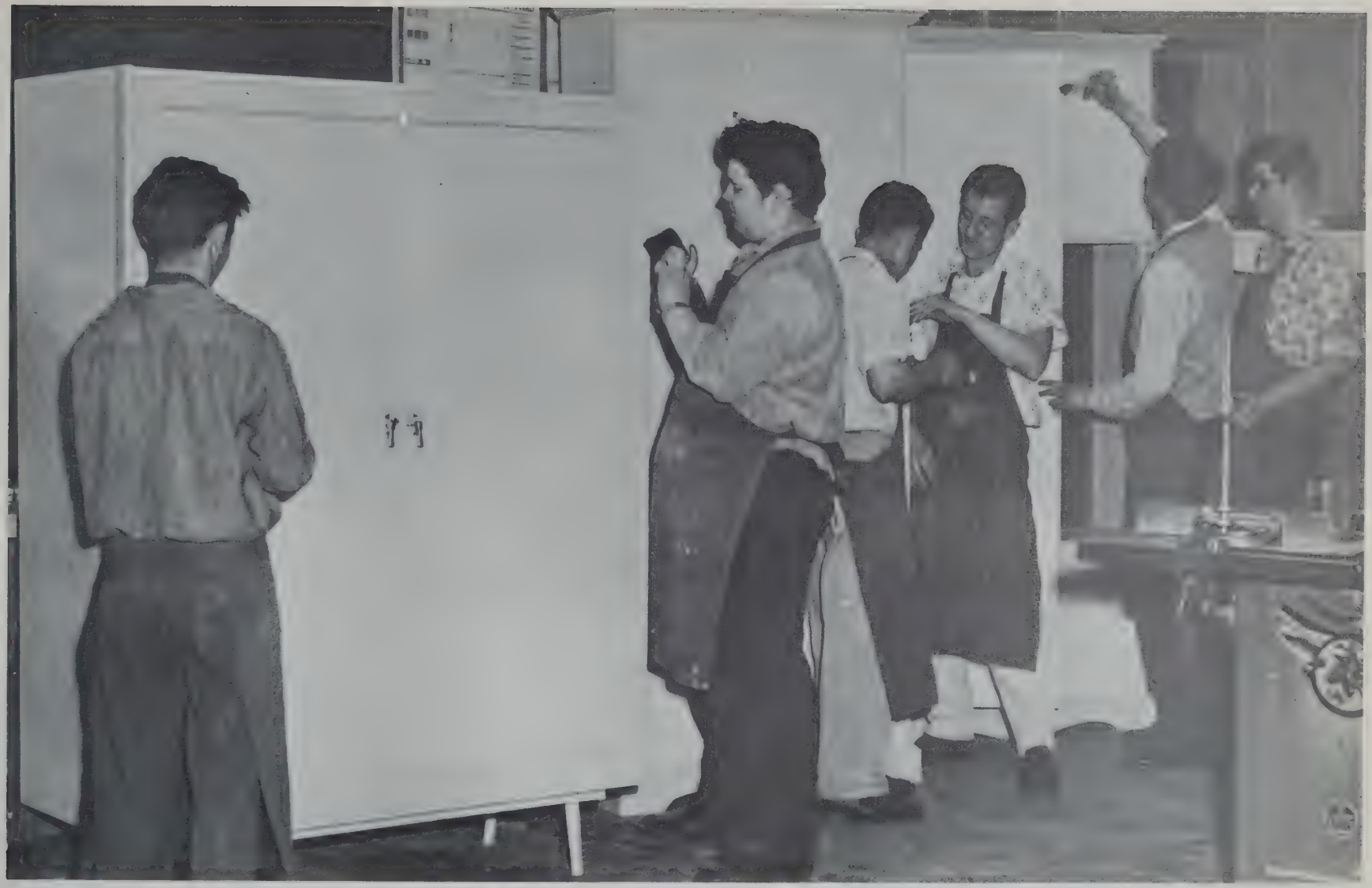
Boys' Vocational School
Baseball Team

Cambridge
High and Latin School
Freshman Baseball Team

Graduates of the Girls' Vocational School Model Graduation Dresses of Their Own Making

Vocational Schools' Activities

OPERATION CO-OPERATION —
Pupils at the Girls' Vocational School Make Work Aprons for Pupils of the Boys' Vocational School



ANOTHER OPERATION CO-OPERATION — *Pupils at the Boys' Vocational School Work on Storage Cabinets for the Use of the Pupils at the Girls' Vocational School*

Assembly Programs Use Many Talents and Provide Meaningful Practice for Many Skills

Nowadays Geography is Brought Out of the Book

From Alpha to Omega

Mid-Morning Milk Break

An 84 Year Old Evening School Student Gets His Diploma

Audio-Visual Aids Center

COST ANALYSIS

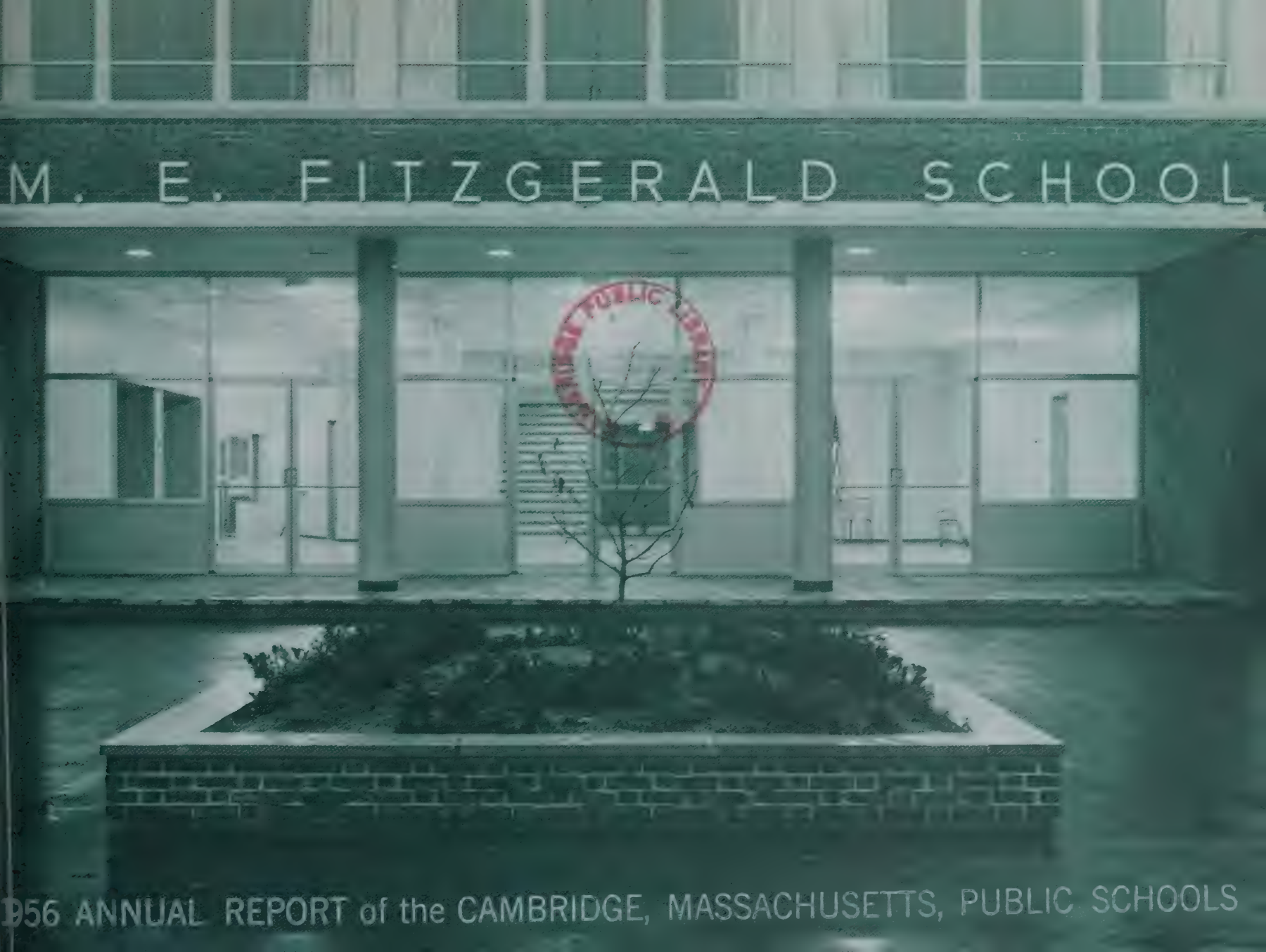
School	Salaries A-1	All Other Costs	Total
Cambridge High and Latin	$ 633,249.58	$ 55,837.81	$ 689,087.39
Rindge Technical	398,709.49	37,979.98	436,689.47
Agassiz	75,447.40	6,547.66	81,995.06
Ellis	76,900.97	6,307.85	83,208.82
Fletcher	55,944.36	4,819.35	60,763.71
Gannett	18,572.81	2,564.74	21,137.55
Haggerty	57,551.53	5,082.42	62,633.95
Houghton	126,931.91	14,519.26	141,451.17
Kelley	70,860.54	7,833.96	78,694.50
Abraham Lincoln	54,209.31	4,136.12	58,345.43
Longfellow	188,326.40	16,462.66	204,789.06
Morse	76,957.45	6,807.91	83,765.36
Peabody	91,033.03	9,266.01	100,299.04
Putnam	71,864.12	5,714.47	77,578.59
Roberts	155,818.09	14,566.51	170,384.60
Russell	115,912.05	13,622.27	129,534.32
Thorndike	66,710.47	10,187.80	76,898.27
Webster	88,128.34	6,112.14	94,240.48
Wellington	124,269.09	10,339.76	134,608.85
Wyman	8,197.34	1,871.24	10,068.58
Willard	47,324.03	2,557.26	49,881.29
Boys' Vocational	33,535.14	2,723.12	36,258.26
Girls' Vocational	15,925.38	1,470.74	17,396.12
Americanization	5,600.00	71.25	5,671.25
Art Department	21,500.02	313.34	21,813.36
Audio-Visual Department	16,096.64	6,550.13	22,646.77
Bureau of Pupil Services	59,717.26	2,287.97	62,005.23
Children's Museum	9,800.02	2.95	9,802.97
Health and Safety Department	6,900.00	112.42	7,012.42
Home Economics	28,773.96	394.11	29,168.07
Music Department	17,500.07	5,771.64	23,271.71
Physical Education Department	76,583.05	1,036.96	77,620.01
Primary Director	6,900.00	28.49	6,928.49
School Physician	5,400.00		5,400.00
Substitutes	100,044.00		100,044.00
Superintendent's Office	48,666.69	5,675.15	54,341.84
Prevocational	37,873.56		37,873.56
Evening School	28,458.45		28,458.45
Janitors	271,585.43		271,585.43
Business Office	52,282.67	9,112.85	61,395.52
Totals	$3,446,060.65	$278,688.30	$3,724,748.95

Embryonic Culinary Artists

WHAT THE YOUNG MEN AND WOMEN in our schools and colleges learn, how they are trained to think, what moral principles they embrace, and what attitudes guide their actions, will determine the future of this Nation and to a great extent the course of world history. They must be given every assistance within our power to prepare themselves for this challenge. The responsibility rests heavily upon those who man our educational institutions; but in the last analysis, it must be borne by all the people. On the timeliness and wisdom of the people's decisions depend the safety of America and the prospects of peace in the world.

AMERICAN COUNCIL ON EDUCATION

Vocational Schools' Graduation



1956 ANNUAL REPORT of the CAMBRIDGE, MASSACHUSETTS, PUBLIC SCHOOLS

CAMBRIDGE PUBLIC LIBRARY

CAMBRIDGE, MASSACHUSETTS

"The University City"

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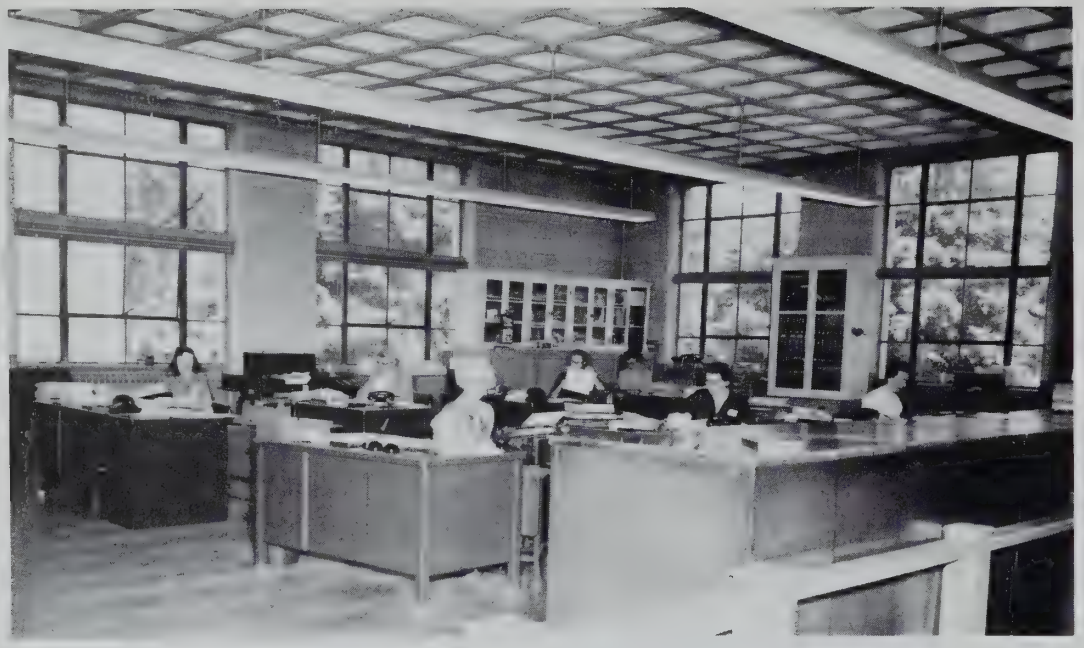
ANNUAL REPORT

OF THE

School Committee

AND THE

Superintendent of Schools



The School Department Business Office
in the
Rindge Technical School Building, 1700 Cambridge Street, Cambridge 38, Mass.

The School Calendar

1956 — 1957

THE FIRST TERM
September 10, 1956 to December 21, 1956

THE SECOND TERM
January 2, 1957 to February 15, 1957

THE THIRD TERM
February 25, 1957 to April 12, 1957

THE FOURTH TERM
April 22, 1957 to June 21, 1957

1957 — 1958

THE FIRST TERM
September 9, 1957 to December 23, 1957

School Holidays

Columbus Day; Armistice Day; Thanksgiving Day and the day following; Washington's Birthday; Good Friday; Patriots' Day; Memorial Day; and the seventeenth of June. If one of these holidays falls on Sunday, the schools are closed on the following day.

Offices at 1700 Cambridge Street
Offices open from 9 o'clock A.M. to 5 o'clock P.M. every day, excepting Saturday.

Evening Schools

There are two terms of the evening schools. The first term begins on the second Tuesday of October and closes one week previous to the closing of the day schools for the Christmas holidays. The second term begins on the first Tuesday of January, except when that day falls on New Year's Day, in which case it begins on the Thursday following New Year's Day, and continues for at least twenty-five evenings. Vacations and holidays are the same as in the day schools.

The School Committee

January 1, 1956 to December 31, 1957

Chairman
Mayor Edward J. Sullivan
14 Surrey Street

Vice-Chairman
John Briston Sullivan
55 South Normandy Avenue

James F. Fitzgerald, Esq.
117 Spring Street

Anthony Galluccio, Esq.
56 Concord Avenue

Joseph Maynard
214½ Harvard Street

Mrs. George W. Ogden, Jr.
33 Linnaean Street

Judson T. Shaplin, Ph.D.
182 Upland Road

Officers of the Cambridge School Committee

Superintendent of Schools

John M. Tobin .....76 Fresh Pond Lane

Assistant Superintendent of Schools

Edward J. Danehy .....37 Yerxa Road

Secretary to the Superintendent of Schools

John R. McCarthy .....198 Rindge Avenue

Secretary to the School Committee and Business Agent

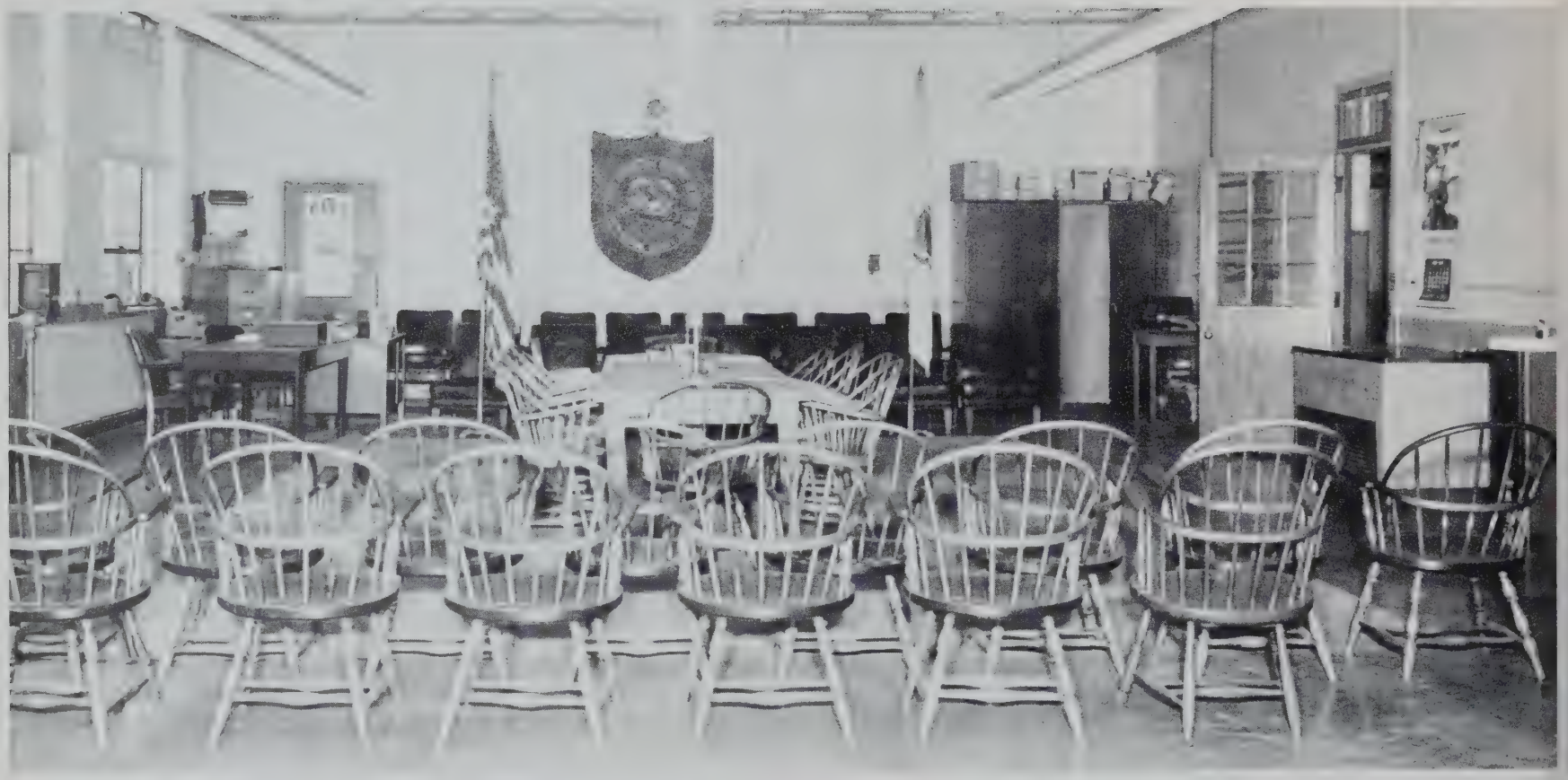
Edward J. O'Connell .....49 Fayette Street

Assistant Business Agent

Gerald T. Liston .....151 Magazine Street

Chief Custodian

William J. Fitzgerald .....79 Reservoir Street



The Cambridge School Committee Meeting Room

I submit herewith my twelfth annual report which is the eighty-ninth in the series of annual reports by the Superintendent of Schools, and the one hundred seventeenth in the printed reports of the School Committee of Cambridge.

John M. Tobin
Superintendent of Schools

Eighty-ninth Annual Superintendent's Report

Nineteen Hundred and Fifty-six

Pupil Personnel

CITY OF CAMBRIDGE, MASSACHUSETTS
SCHOOL DEPARTMENT

NOTICE TO PARENTS

'NO SCHOOL' SIGNALS

It is the policy of the School Department to close school only on very stormy days. The NO SCHOOL signal is five (5) blasts repeated on sirens and bells, and by radio announcement. The times at which these signals are sounded and the schools closed thereby are as follows:

On sirens and bells —

7:30 A.M. — All schools close all day;
7:45 A.M. — Elementary schools close all day;
11:15 A.M. — Elementary schools close for the afternoon.

By radio: Stations WBZ; WCOP; WEEI; WHDH; WNAC; WTAO; WMEX; WVDA; WORL;

7:00 A.M. — 7:30 A.M. All schools close all day;
7:30 A.M. — 7:45 A.M. Elementary schools close all day;
11:15 A.M. — 12:15 P.M. Elementary schools close for the afternoon.

In the case of ordinary inclement weather, it is the parents' responsibility to determine whether or not the child is to attend school. The health of the individual child, his stormy weather protective clothing, and the distance he must walk to school seem to me to be the factors controlling the parents' decision in this matter. THEREFORE, I URGE PARENTS TO EXERCISE THEIR PERSONAL JUDGMENT AS TO THE WISDOM OF SENDING THEIR CHILDREN OUT TO SCHOOL WHEN THE SCHOOLS ARE OPEN ON STORMY DAYS. A child so kept at home must be marked absent. He suffers, however, no censure or penalty whatever.

JOHN M. TOBIN
Superintendent of Schools

SUMMARY REPORT OF OUR TESTING PROGRAM: 1956

Type of Test Administered	*Number of Pupils*
Group Intelligence Tests:	4459
Group Achievement Tests:	2985
Individual Intelligence Tests:	576
Other Individual Tests:	626
Achievement Aptitude Interest	
Projective Study Habits	
Individual Pupils Seen by School Psychiatrist*:	109

*At least one parent must accompany the pupil on his first visit to the School Psychiatrist.

"We Give Thanks"

Distribution of Pupils by Age and Grade

●

1956

AGES

Grade	Sex	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Over 21	Totals
Kdg.	M	219	306	8	1																534
	F	256	272	3																	531
I	M		186	298	50	12															546
	F		172	248	39	9															468
II	M			95	268	73	13														449
	F			121	240	49	11	1													422
III	M				113	223	85	22	2	1											446
	F				123	237	57	11	3												431
IV	M					104	229	67	24	8	3	1									436
	F					134	251	58	9	4	3	1									460
V	M						135	191	71	31	9										437
	F						144	187	64	18	1	1									415
VI	M							65	155	73	26	9	1	1							330
	F							106	162	43	16	1	2								330
VII	M								92	155	84	28	3								362
	F								96	157	55	16	7								331
VIII	M									81	175	61	24	4							345
	F									99	169	40	12	2							322
IX	M										102	224	112	21	3						462
	F									1	159	211	75	24	1						471
X	M											116	190	83	19	2				2	412
	F										3	113	142	35	15	2					310
XI	M											1	90	133	35	5	2	1			267
	F											2	85	95	26	1	1				210
XII	M												2	83	124	51	13	4		2	279
	F													104	89	25	7	1			226
P.G.	M													6	10	3		2	3		24
	F														1	3			1		5
Voc. Schs.	M											22	57	19	3						101
	F											3	17	4			1				25
Ungr-aded	M			1	3	9	6	7	7	14	18	13	7								85
	F			1		3	4	6	4	4	8	8	11	1	3						53
Totals	M	219	492	402	435	421	468	352	351	363	417	475	486	350	194	61	15	7	3	4	5515
	F	256	444	373	402	432	467	369	338	326	414	396	351	265	135	31	9	1	1		5010

Grand Total 10,525

AGE GROUPS

5 Years or over and under 7

Boys 894 Girls 817 Total 1,711

7 years or over and under 16

Boys 3,768 Girls 3,495 Total 7,263

1956 CLASS STATISTICS

Enrollment Chart by Grades

October 1, 1956

Grade	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956
I	913	1,080	1,135	1,005	997	1,166	1,198	1,079	1,017	1,014
II	760	826	949	967	884	841	976	969	891	871
III	727	688	815	880	893	812	827	921	917	877
IV	720	793	696	815	821	842	779	751	878	896
V	858	750	759	696	790	799	801	747	701	852
VI	867	741	732	723	651	689	782	759	710	660
VII	706	705	724	699	657	640	677	749	707	693
VIII	694	649	695	654	654	611	584	626	679	667
IX	883	847	797	800	751	815	796	790	790	933
X	853	802	771	744	772	708	741	698	640	722
XI	826	833	760	690	725	689	595	666	567	477
XII	754	708	688	605	559	601	568	550	559	505
P. G.	60	55	45	14	17	15	21	14	8	29

Number of Pupils in the High and Vocational Schools

Grade	IX	X	XI	XII	P.G.	Total
High and Latin	671	486	297	327	13	1794
Rindge	262	236	180	178	16	872
Boys' Vocational	ungraded					101
Girls' Vocational	ungraded					25

October 1, 1956

NUMBER OF PUPILS IN THE GRAMMAR SCHOOLS DECEMBER, 1956

Year	Boys	Girls	Total
Eighth	343	325	668
Seventh	362	323	685
Sixth	329	328	657
Fifth	423	414	837
Fourth	428	447	875
Total	1885	1837	3722

NUMBER OF PUPILS IN THE PRIMARY SCHOOLS DECEMBER, 1956

Year	Boys	Girls	Total
Third	422	421	843
Second	457	408	865
First	549	456	1005
Total	1428	1285	2713

NUMBER OF PUPILS IN THE KINDERGARTEN DECEMBER, 1956

Girls	521
Boys	544
Total	1065

Statistics of Our Schools by Classes 1956

Class of 1956 — Russell School

Annual Student Government Day Starts with a Luncheon

Learning to Make Corsages in the Girls' Vocational School

Seventh and Eighth Grade Teachers
Prepare For Testing Program

Professional Personnel

In the section of my Annual Report for 1955 which dealt with our Professional Personnel, I outlined the manner in which the School Committee, which sets policy, and our Board of Examiners, which executes this policy, endeavor to discharge their obligations to our children and taxpayers in the important area of teacher selection. At this time I wish to suggest policy changes which, I am convinced, will further insure in our teachers a high level of pre-service and in-service professional preparation.

Any individual who has not taught in a Massachusetts public school prior to July 26, 1951 must now be certified as a teacher by the Massachusetts Board of Education before a local community may appoint him to the professional staff of its school system. Among other things, applicants for certification must provide the State Board of Education with satisfactory proof that they "possess a bachelor's degree or are graduates of a normal school approved by the Board". According to the Director of the Division of Teacher Certification and Placement, Massachusetts Department of Education, any normal school or other collegiate institution empowered by the General Court of Massachusetts or by the State Board of Education to grant degrees, becomes 'ipso facto' a "normal school approved by the Board" within the meaning of the statute and regulations. No other test of institutional eligibility is applied by the aforesaid Division of Teacher Certification and Placement.

The approval of a course — or courses — offered by an approved institution to meet the minimum requirements specified for a particular teaching certificate appears to be just as automatic and just as meaningless qualitatively. According to the Director of the Division of Teacher Certification and Placement, only in cases in which the relationship between a course's title and its subject-matter is obscure, does the Division require the approved institution to submit evidence that the course in question meets the certificate's specifications.

Fortunately, the statute permits the local School Committee to require of candidates for teaching positions more than the minimum requirements demanded for certification by the Massachusetts Department of Education. We, in Cambridge for example, require 600 hours of paid teaching experience in addition to the two semester hours of "supervised student teaching" required by the State. Our new plan for the probationary appointment of primary grade teachers requires candidates for these positions to present 200 hours of supervised practice teaching which would be evaluated by most educational institutions as at least six semester hours of practice teaching. We also require of these candidates successful course work in Child Psychology and in the Teaching of the Language Arts at the primary grade level.

A School Committee may also require that a candidate's pre-service training have been acquired in an approved institution that is also accredited by one or another of the professional or regional accrediting agencies. A notable factor in the development of higher education has been the setting and enforcement of qualitative standards by agencies — i.e., state authorities, voluntary associations of educational institutions — outside the institutions. This practice of setting standards and granting recognition to those institutions which conform to these standards — which amounts to the policing of higher education by itself — is known as accreditation.

Most of the states have some form of accreditation of educational institutions for certain purposes. It is usually exercised through the power of the state to control the licensing of practitioners in various professional fields. In Massachusetts, to be specific, we have State Boards of Registration (certification, that is) in medicine, dentistry, nursing, hairdressing, and now in teaching. However, since our State Board of Education can exercise but little authority over the programs of the privately operated institutions of higher education in Massachusetts, one is forced to the conclusion that teacher certification in Massachusetts has little meaning qualitatively.

There are, also, voluntary, national accrediting agencies in practically every professional field: for example, architecture, surgery, psychiatry, engineering, forestry, social work. These associations admit to membership privately and publicly operated institutions of higher education which meet clearly established criteria with respect to admission standards, the scope and content of curricula and course

offerings, library and laboratory facilities, student-instructor ratio, educational background of instructional staff. The National Council for the Accreditation of Teacher Education is the voluntary, national accrediting agency for teacher education. It was formed by the joint action of five organizations: The American Association of Colleges of Teacher Education; the Council of Chief State School Officers; The National Association of State Directors of Teacher Education and Certification; the National Commission on Teacher Education and Professional Standards, NEA; and, the National School Boards Association. The Council's membership consists of delegates from each of its constituent organizations.

The following quotation is an excerpt from, "A Statement of Purposes, Policies, and Procedures", published by the National Council for Accreditation of Teacher Education in September, 1954:

> "The final authority for granting or denying accreditation of any teacher education program resides in the Council. To assure justice to all institutions, however, the Council has established a Board of five persons from outside its own membership to hear appeals from the decisions of the Council and to make recommendations to it. The institution making an appeal will be expected to bear the actual expense of the hearing and the report. The Council binds itself to make the recommendation of the Appeals Board available to interested parties."

The following individuals constituted the Appeals Board in 1956-1957: J. D. Williams, Chairman, Chancellor, University of Mississippi; L. G. Derthick, Superintendent of City Schools, Chattanooga; Clarence E. Ficken, Vice President, Ohio Wesleyan University; Paul C. Reinert, S.J., President, St. Louis University; John Dale Russell, Chancellor and Executive Secretary, Board of Educational Finance, New Mexico.

The regional association is a third and more familiar type of accrediting agency. There are six of these Associations: the New England Association of Colleges and Secondary Schools (by which our own High and Latin School and Rindge Technical School are accredited); the Middle States Association of Colleges and Secondary Schools; the North Central Association of Colleges and Secondary Schools; the Northwest Association of Secondary and Higher Schools; the Southern Association of Colleges and Secondary Schools; and, the Western College Association.

America's Only Royalty

These regional accrediting agencies have formed a coordinating committee, composed of two representatives from each constituent organization, which is known as the National Committee of Regional Accrediting Agencies. This Committee publishes a booklet, "Accredited

Institutions of Higher Education in the United States of America". The following excerpts are taken from page 2 of the September 1, 1956 edition:

A Clothing Class — Roberts School

"An institution of higher education eligible for inclusion in this accredited list, after satisfactory evaluation by the regional association, is a state, municipal, or incorporated private institution not operated for profit, devoted to and offering at least two years of higher education at the undergraduate level or one year at the graduate level, with an enrollment sufficiently large to make possible the continuance of a cohesive and well-planned program; operating under legal authority granted by the state or national government, granting its degrees or diplomas by virtue of that authority, having already granted degrees or diplomas to one or more graduating classes.

"Institutions considered to come under this definition include junior colleges, four year colleges and universities, teachers colleges, and certain professional and graduate schools."

Clearly, accreditation by a professional or regional accrediting agency is within reasonable reach of any institution of higher education which is not conducted for the private, personal profit of individuals.

There is no regionally or professionally accredited institution of higher education in the metropolitan area — or elsewhere, that I know of — which awards the Master's degree in course for less than two semesters — thirty semester hours — of full-time study. Each accredited institution requires a proportionately longer period of study of those who are working for a graduate degree on a part-time basis, as a teacher who is engaged in a full-time teaching assignment must work. These schools restrict part-time students to a maximum of six semester hours of course work during the fall and spring semesters. Most graduate schools, furthermore, restrict registrants to a maximum of eight semester hours of course work during any one summer session. Clearly, then, a minimum elapsed time of two fall semesters (12 points), two spring semesters (12 points), and one summer session (6 points), for example, is required to earn a Master's degree through part-time study in an accredited institution.

It is little wonder, therefore, that the School Committee in a neighboring community debated at length the propriety of granting a salary increment for a Master's degree awarded one of its professional staff after nine months — two semesters, at most — of part-time study. The institution of higher education which is reported to have awarded this degree has a charter from the General Court of Massachusetts and is, therefore, approved for purposes of teacher certification by the Division of Teacher Certification and Placement, Massachusetts Department of Education. The institution is not, however, accredited by any one of the regional or professional accrediting associations.

If it is assumed that the quality of the work offered at, and required by, this institution is comparable to that offered at, and required by, the accredited institutions in the metropolitan area, it must also be assumed that teachers who carry full-time teaching

programs while pursuing graduate work of such a calibre must neglect their teaching duties. An in-service training program which has this effect clearly misses its primary objective. The consequences are just as grave if, on the other hand, it is assumed that the quality of the work offered at, and required by, this institution is inferior to that offered at, and required by, the accredited institutions in the metropolitan area. I need not, I think, be more specific in pointing out these consequences.

My only concern as Teacher, Master, Assistant Superintendent and, now, as Superintendent has been, and is, to provide the best possible educational opportunities for the children of Cambridge. It is this concern which leads me to suggest to the School Committee that it consider amending its Rules to provide that, in the future, the pre-service and in-service training of members of the professional staff be taken in those institutions of higher education which are not only approved for certification purposes by the Division of Teacher Certification and Placement, Massachusetts Department of Education, but also accredited by the New England Association of Colleges and Secondary Schools, or one or another of the comparable regional accrediting associations, and/or the National Council for Accreditation of Teacher Education.

STAFF COUNCIL ON PERSONNEL DEVELOPMENT
SCHOOL DEPARTMENT
1700 CAMBRIDGE STREET
CAMBRIDGE 38, MASSACHUSETTS

Mr. John M. Tobin
Superintendent of Schools
Cambridge 38, Massachusetts

December 18, 1956

Dear Mr. Tobin:

The Staff Council on Personnel Development respectfully submits to you the tenth annual report.

The Staff Council believes that the Superintendent will find of interest and of value a comparison of the present preparational status of the teaching personnel with that of 1946-1947, the year in which the In-Service Training Program began.

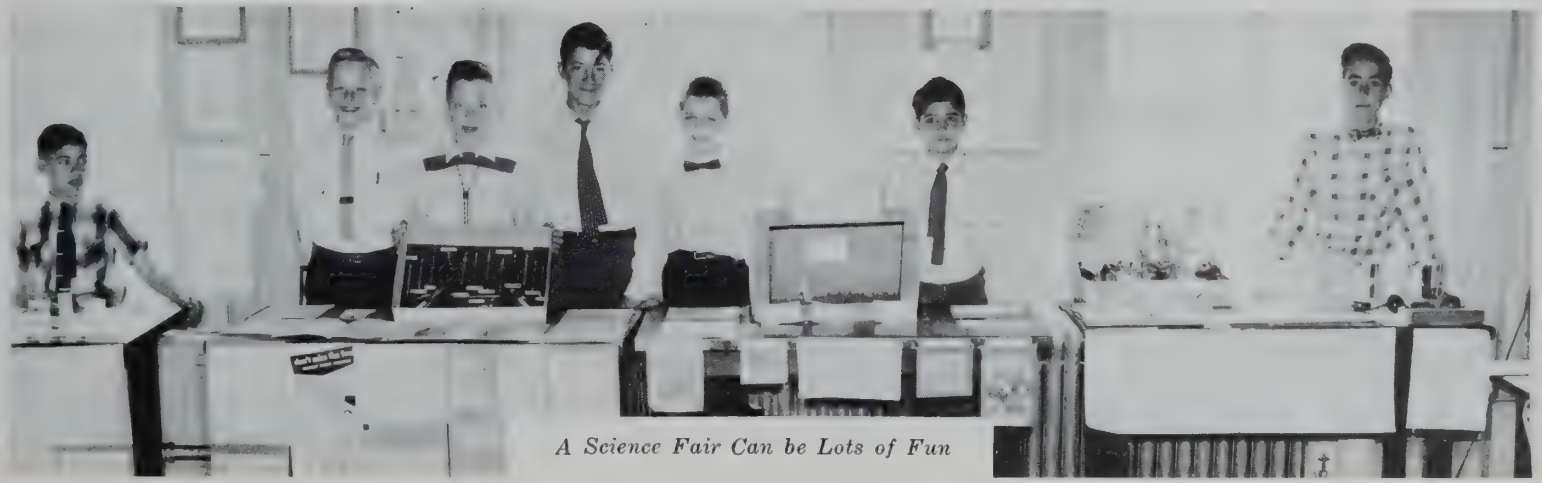
The Staff Council wishes to express its appreciation to the School Committee and to the Superintendent of Schools, Mr. John M. Tobin, for the interest they have manifested in the In-Service Training Program, and for the kindly spirit of cooperation that has prevailed.

Respectfully yours,

STAFF COUNCIL ON PERSONNEL DEVELOPMENT
THOMAS J. O'LOUGHLIN, Secretary

MEMBERS

Ruth F. Boland
Anna P. Butler
Edward A. Conley
Henry O. Delaney
Albert M. Sateriale
John J. Sullivan
Anne J. Wetmore



A Science Fair Can be Lots of Fun

PREPARATIONAL STATUS OF INSTRUCTIONAL STAFF

1946-1947 Beginning of In-Service Training Number of Teachers	Diplomas and Degrees	1955-1956 Present Status Number of Teachers
38	*No Diploma or Degree	24
7	One Year Diploma	0
156	Two Year Diploma	122
39	Three Year Diploma	26
12	Four Year Diploma	6
122	Bachelor Degree only	160
6	Two Bachelor Degrees	4
118	Bachelor and Master Degrees	184
9	Two Bachelor Degrees — One Master Degree	4
7	Bachelor and Two Master Degrees	7
1	Two Bachelor Degrees and Two Master Degrees	1
3	Bachelor, Master, and Doctorate Degrees	3
	Bachelor, Two Master, and Doctorate Degrees	1
	Two Bachelor, one Master and Doctorate Degrees	1
518		543

*This category includes teachers of vocational subjects whose preparational requirements are based on experience in their respective fields.

ORIENTATION WORKSHOP FOR BEGINNING TEACHERS — 1956

PLACE: PROFESSIONAL LIBRARY

TIME: MONDAYS — 3:00 P.M.-4:00 P.M.

PROGRAM

October	1	Greetings from the Superintendent Staff Council	Mr. John M. Tobin
	8	Keeping Records	Mr. Louis N. Fougere
	15	Discipline	Dr. Gunnar E. Haugh
	22	The Use of Supplies	Mr. John J. Balfe
	29	The Attractive Classroom	Mr. Francis X. Mahoney
November	5	The Guidance of Extra Class Activities	Mr. Raymond G. D'Arcy
	19	The Bureau of Pupil Services	Dr. Ruth F. Boland
	26	The Teaching of Reading	Miss Elizabeth F. Butler
December	3	The Directors — Art	Mr. J. Louis Doyle
		The Directors — Health	Mr. Charles H. Cremens
		The Directors — Music	Mr. James W. Anderson
	10	The Directors — Audio-Visual	Mr. Edward F. Hurley
		The Directors — Physical Education	Mr. Joseph A. Kozlowsky

The Vocational Schools Graduate, 1956

Elementary School Safety Patrol

School and Commerce Day

WEDNESDAY, APRIL 11, 1956

. . . PROGRAM . . .

LESLIE L. CLEVELAND AUDITORIUM
CAMBRIDGE HIGH and LATIN SCHOOL

CHAIRMAN

FRANCIS W. PHELAN,
President of the Cambridge Chamber of Commerce

SPEAKERS

HON. EDWARD J. SULLIVAN, *Mayor of Cambridge*
JOHN M. TOBIN, *Superintendent of Schools*
WAYNE F. McGURK, *President of the Senior Class*
Rindge Technical School
FRED E. DEHMER, *President of the Senior Class*
Cambridge High and Latin School

GENERAL COMMITTEE

Francis W. Phelan, Chairman

Karl Adams, Jr.	Robert W. Fawcett	Alwin A. Klauer
Samuel D. Caplan	Albert J. Hamilton	Edmond J. Murphy
Henry O. Delaney	Thomas J. Hartnett	Frank H. Townsend
C. Irving Dwinell	Charles E. Keniston	Jack Williams

THE EVOLUTION OF AN EDUCATIONAL TECHNIQUE

It was in the Spring of 1947 that the Cambridge Public Schools sponsored its first series of Career Days. Then, and in the seven years following, representatives of a wide variety of occupational fields, selected on the basis of the expressed interests of the individual members of our high schools' Junior and Senior classes, were invited to address small groups of students who shared occupational interests. The educational requirements for, the opportunities in, the duties and compensations of their respective fields of work were described by the consultants and questions were answered. Each pupil was scheduled for two of these small group meetings each year so that in a two year cycle most pupils participated in four of them. All concerned were most enthusiastic about Career Day and, undoubtedly, it was a very useful educational tool.

However, teaching is more than telling. It is an educational truism that, other things such as readiness, interest, availability of materials being equal, personal experience is by far the most effective teacher. To provide this personal experience — the picture, as it were, which the Chinese of an earlier age have said, "is better than ten thousand words" — Career Day was replaced by School and Commerce Day in the Spring of 1955.

School and Commerce Day, which some one has called "Operation Cooperation", is a joint undertaking of the Cambridge Public Schools, the Cambridge service clubs, and Cambridge business and industry. The schools are responsible for the coordination and supervision of the project; our Cambridge service clubs finance the transportation costs and, in part, the luncheon served; business and industry open their offices and plants to our high school Seniors, furnish office and plant guides and, in part, finance the luncheon served in employee cafeterias or in nearby restaurants. Student participation in School and Commerce Day is restricted to the members of the Senior classes of our high schools, and is correlated with the expressed preference of the individual pupil.

The PRESIDENT of the CHAMBER of COMMERCE

"The single distinguishing mark of a good citizen is the set of his heart towards his fellow men. I firmly believe that this School and Commerce Day, which gives realistic assurance of the deep and continuing interest that the businessmen of Cambridge have in the well-being of Cambridge school youth, is a sound investment in good community relations."

Francis W. Phelan

The CITY MANAGER

"Educators cannot escape responsibility for keeping abreast of occupational changes; similarly, Industry has an equally strong responsibility for letting the schools know of recent and significant advances in technology. School and Commerce Day which seeks to provide our students with new ideas and outlooks should be a rewarding and encouraging experience not only for the students but also for the educators and industrialists who have made it possible."

John J. Curry

The SUPERINTENDENT of SCHOOLS

"The mutual interest of school and industry in our junior citizens is well reflected in this undertaking. The spirit of co-operation so apparent here augurs well not only for the future of our students but also for the continuing growth of our community. I congratulate all who have made this meeting possible."

John M. Tobin

The PRESIDENT of the ROTARY CLUB

"We of the Rotary Club of Cambridge feel privileged to join with our fellow service clubs in this well-conceived program to make students who are potential employees aware of the community's friendly interest in their welfare. To us this is perhaps one of the clearest expressions that we can give of *'SERVICE ABOVE SELF'*."

Robert W. Fawcett

The MAYOR of CAMBRIDGE

"As the Mayor of the City of Cambridge I recognize the responsibility of the City to promote activities where both Industry and Education can, as an act of civic usefulness, co-operate to meet the growing needs of our youth. I strongly endorse School and Commerce Day, for this type of leadership can be an inspiring force which will unite all segments of our community in the quest for equality of opportunity."

Hon. Edward J. Sullivan

The PRESIDENT of the EXCHANGE CLUB

"The members of the Exchange Club feel that young men and women should have the kind of education which will prepare them adequately for their careers and civic responsibilities. In School and Commerce Day I am convinced that our particular and unique responsibility is being fulfilled in generous measure."

Thomas J. Hartnett

The PRESIDENT of the KIWANIS CLUB

"Kiwanis philosophy recognizes that every man has his own intrinsic dignity and that every member should have as his continuous concern the stimulation and encouragement of youth. As I conceive it, possibly the greatest contribution that School and Commerce Day makes is the full recognition that the community gives to the personal hopes and ambitions of its junior citizens."

C. Irving Dwinell

The PRESIDENT of the LIONS CLUB

"Since complete education of our young people should include the proper support of businessmen as well as educators, the Lions Club welcomes the opportunity to be a willing co-partner in the education of tomorrow's citizens. Human relations, we feel, begin here.

Albert J. Hamilton

Some of the School Department Representatives and Businessmen at School and Commerce Day

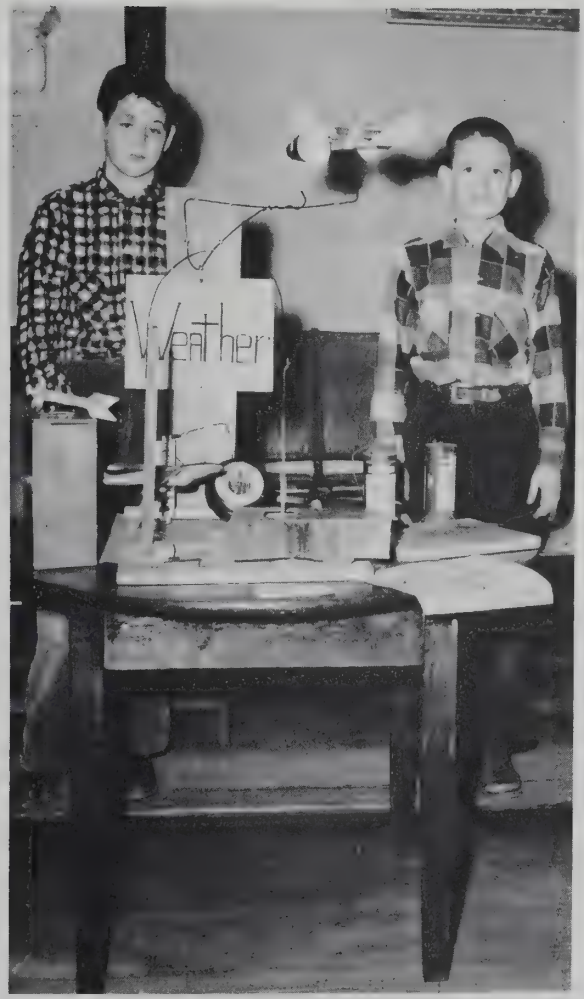
PARTICIPATING SCHOOL AND COMMERCE DAY CONCERNS

Adley Express Company, Inc.
Ambassador Hotel
Barbour Stockwell Company
The Blanchard Machine Company
Boston American — Cambridge Edition
Brigham's, Inc.
Brown-Wales Company
Godfrey L. Cabot, Inc.
Cambridge Chronicle-Sun
Cambridge City Hospital
Cambridge Electric Light Company
Cambridge Trust Company
The Carter's Ink Company
Daggett Chocolate Company
Deran Confectionery Company, Inc.
Dewey & Almy Chemical Company
Eddy-Rucker-Nickels Company
General Radio Company
Harvard Trust Company
Harvard University
Hotel Commander
Hotel Continental
Houghton Mifflin Company — The Riverside Press
Kaplan Furniture Company
Lever Brothers Company
Arthur D. Little, Inc.
Massachusetts Institute of Technology
National Biscuit Company
New England Confectionery Company
Porter Chevrolet Company
Salvi Motors, Inc.
Sanborn Company
Sears, Roebuck & Company
Simplex Wire & Cable Company
United-Carr Fastener Corporation
James O. Welch Company
A. O. Wilson Structural Company

Primary Grade Pupils Visit the Museum of Science

PEABODY GRAMMAR SCHOOL SCIENCE FAIR

What Is a Fair Without a Strong Man?



"There's always fair weather...."

Marconi Cannot Have Been Happier

Educational Program

Some one has written somewhere — that history is the unfolding of philosophy. If, following the dictionary, philosophy be defined as the study of the principles underlying all knowledge and being, the reflective study of the history of education should prove instructive in terms of its subjects, its subject-matter, its process, and its product. It was with this viewpoint that I read the reports of two sub-committees of a former Cambridge School Committee which came to my attention recently. The first of these reports is dated June 2, 1892. It deals with the need for, and it suggests a method of, shortening and enriching the grammar school program of that era. The report of the second sub-committee, a committee formed pursuant to a recommendation made in the earlier report, is dated May 18, 1893. This latter report is concerned with changes in the course of study then followed in the primary schools of Cambridge.

The sub-committee which — in 1892 under the chairmanship of the renowned Albert Bushnell Hart — considered, ". . . The Question of Shortening and Enriching the Program of the Grammar Schools", defined the scope of its inquiry — indeed of both inquiries — as follows (by substituting modern educational parlance, I have summarized its thought while preserving its meaning): the supervision of instruction, promotional policy and practice; the education of the exceptional child, whether he be gifted or a slow learner; curriculum revision; and, the improvement of teaching. Since these are some of the very problems which concern educators and School Committees today, these Reports are of something more than mere historical interest. Used as a background against which one may view modern educational theory and practice, a clearer perception of these problems and their solutions is possible. I propose, therefore, to use portions of these 1892 and 1893 Reports for this purpose in this section of my annual Report. What, then do we find?

1. *A PHILOSOPHY OF EDUCATION FOR TODAY*

Early in its deliberations, Professor Hart's sub-committee discovered that it must provide the answers to two basic questions before it could proceed with its inquiry. The first of these questions had to do with the purpose of grammar school education. I quote in full this sub-committee's concept of this purpose.

> "The objects which teachers must have in mind in educating children are: to set facts before them; to teach them how to do things for themselves; and to teach them how to use their minds. First in time, although not first in importance, comes the acquirement of information. Too much cannot be done to satisfy the child's curiosity to understand the world about him; but the fundamentals of knowledge which every child needs to carry him through life are very few. To read with understanding, to write legibly, to perform the ordinary operations of arithmetic, and to use the mother tongue properly and forcibly, — these are the essentials of this side of education. The effort to memorize long series of detached facts is doubtless a valuable training to the mind, but it cannot be expected that the knowledge thus gained will long abide. Some educators are inclined to consider the classification of things and the discovery of their relations as a separate part of education. It is difficult to see, however, how facts can be retained without observing such relations from the beginning. Next comes the power of performance, the ability to do a thing once learned; and the great value of manual training in lower schools is that it gives this handiness, this power over things.
>
> "The chief purpose of education from the beginning to the end is, and must always be, to teach the child to work out his own problems, to use what he knows in the decision of new questions, and to think for himself. In drawing up their recommendations your committee have had in mind the methods and subjects most likely to make children strong and independent, and able to meet life as it comes to them."
>
> (1892, p. 7)

This sub-committee's philosophy of education is further defined in the statement wherein it resolves its second basic problem: "For what kind of pupil shall we provide?"

"Another serious question which confronted your committee at the beginning of their investigation is, whether to make special provision for pupils who expect to go to the high schools or to college. In many recent discussions of this subject, it has been suggested that a separation ought to be made about the middle of the grammar school course, between those who are to go farther and those who will end their education with the last year of grammar school. It has been urged that the sciences and the languages must be started early, and that a course suitable for future college students may not be practical for the others. . . . your committee consider that the city in its excellent high schools is dealing most generously with such (college preparatory) pupils. If there must be a distinction they prefer to make it in favor of the large majority of children who have no expectation of getting any other education than that of our common schools. In suggesting a mode of shortening the grammar school course, and recommending new subjects, therefore, they have in mind simply the training we consider best for children between the ages of eight and thirteen, the training most likely to make them efficient men and women. At the same time they are convinced that the time saved will be a relief to those going on, and that the new subjects which they suggest are equally adapted to the beginning of a higher education."

(1892, pp. 7-8)

Despite this sub-committee's concern to provide "the best education obtainable on the *present level of expenditure*" (p. 6. Emphasis added.), we find here no narrow functionalism which would confine educational endeavor, in theory and practice, to the attainment of a stated level of proficiency in the three Rs. Here there is talk of "new subjects", of "the great value of manual training", of "methods and subjects most likely to make children strong and independent", of "the training most likely to make them efficient men and women". Here is not to be found that over-emphasis on the preparation for life aspect of education which is unmindful of the fact that the pupil is living now and has now an abundance of pressing problems demanding solution now. Here is talk of teaching children "how to think for themselves", "how to use their minds", how "to work out (their)

Class of 1956 — Agassiz Grammar School

own problems", to use what (they know) in the decision of new questions."

Here, too, we find a truly democratic philosophy of education. The sub-committee sees clearly the relationship which exists between the individual's private good and the common good of the community:

> "To the greater portion of the children of Cambridge the grammar schools offer the only opportunity of their lives for thorough individual training. If a reform is possible in this respect (the retardation of 18% of grammar school pupils in 1890-1891), it must not only improve the schools but also help the community."
>
> (1892, p. 12)

The sub-committee is determined, therefore, to make any necessary decisions and distinctions, curriculum-wise, "in favor of the large majority of children who have no expectation of getting any other education than that of our common schools." Nevertheless, we also find here a sincere concern for the rights of the minority "who expect to go on to the high schools or to college" for whom the time saved by the shortening of the grammar school program will prove a "relief" and who will find the "new subjects", with which the program is to be enriched, "adapted to the beginnings of a higher education."

This, in truth, is a philosophy of education which is as valid today as it was when it was formulated sixty-five years ago. It is, I feel, even now the basic philosophy, the motivation and the norm of all we do to provide Cambridge youth the best possible start in life.

2. *A MODERN APPROACH TO SUPERVISION*

The 1892 and 1893 Reports devote considerable attention to the supervision of instruction, particularly at the primary school level. These latter schools were "numerous" and "scattered" (1892, p. 8). And, judging from the context of the Reports, each was administered by a teaching Principal who was "so taken up with (her) own teaching that (she was) not in a position to hold up a uniform standard" (Ibid.). The consequences in terms of articulation, sequential learning, are aptly described in the 1893 Report:

> "As the schools are now constituted, the principals are absolutely confined to their own school-rooms throughout the entire school session. They are responsible to a certain degree for the character and standing of their schools; but they have no opportunity to influence any class but their own, or to weigh well the influence of any other teacher, and, what is of still more consequence, they cannot make sure that the different grades all work together in the best way for the moral and intellectual advancement of the children. The primary schools are not organic wholes; they are mere aggregations of grades under one roof."
>
> (1893, p. 4)

The consequences in terms of primary grade pupil achievement is stated quite bluntly by the 1892 — the Hart — sub-committee:

> " . . . one fourth of the primary pupils spend at least four years passing through the three year's course."
>
> (1892, p. 9)

In 1891 there were some 4835 boys and girls enrolled in the primary schools (1892, p. 31). It follows, then, that 1209 of them were retarded one or more years. This is truly an alarming number whether seen from the viewpoint of the pupil, the teacher, or the taxpayer. The remedy decided upon by the 1892 sub-committee,

> " . . . was to appoint a special teacher for the primary schools." (p. 9)

What role does the reporting sub-committee assign this new Supervisor? Although the role is not defined specifically, aspects of it are obvious in the context of the Reports. She is to increase the "efficiency" of the schools by holding "up a uniform standard" (1892, p. 9). Therefore, she must "make herself acquainted not only with the teachers but with the children and (the) progress" of both (Ibid.). The latter, if laggard, she is to quicken (Ibid.). The former she is to "assist . . . in their instruction" and by "adding her judgment to theirs (to decide) the degree of preparation" of the pupils for the work of the next higher grade or school (1893, p. 11). The sub-committee suggests also that provision be made for teachers' meetings out-of-school-time to permit "occasional exchanges of views between the new special teacher of primary schools and the primary teachers" (1892, p. 24) — a provision still to be found in our School Committee Rules.

All this, of course, is history but it is history which testifies to clear thinking on the part of Professor Hart and his colleagues — thinking far in advance of their contemporaries'. In 1892, few — if any — educators even speculated about the consultative aspects, the cooperative problem solving possibilities of the supervisor's job. Then supervision was teacher centered, monitorial, preceptorial in concept and practice, concerned chiefly with holding "up a uniform standard" of teacher performance and so, necessarily — or so it was thought, of pupil performance. Emphasis was on method with little or no consideration given the effectiveness or the appropriateness of a particular method in the given circumstances.

All this has changed, however, because of our growing awareness of the implications of individual differences. Now, as never before, supervisor, as well as teacher, must — in the words of Dr. Hart's sub-committee — become "acquainted with the children" the better "to assist" individual teachers, who exhibit their own differences, "in their instruction." Supervisors are, in fact, supervisors no longer. Director is the job title currently in use in Cambridge. In some other communities, they are now called Consultants in recognition of that aspect of the supervisor's role sketched, almost prophetically, by the 1892 sub-committee.

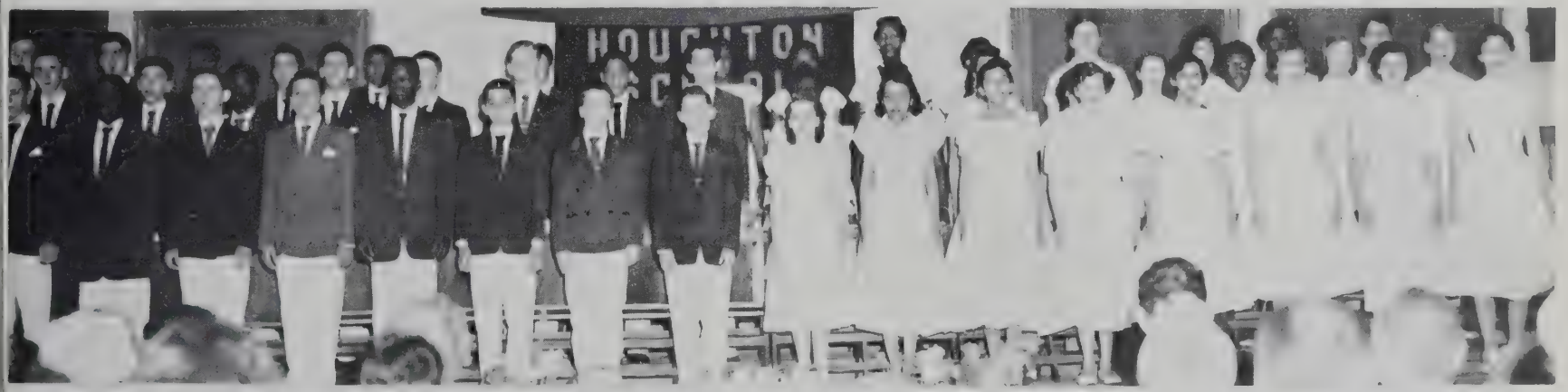
3. *PROMOTIONAL POLICY AND PRACTICE*

The relationship between the rate of pupil retardation and promotional policy seems to be so clear as scarcely to require comment. This fact undoubtedly accounts for what may well be called the understatement of 1892:

"Abolition of examinations will help prevent delays . . ."
(1892, p. 11)

The delays referred to are, of course, non-promotions which in 1891 had reached the alarming proportions of 25% of those enrolled in the primary grades and 18% of those enrolled in the grammar grades.

To be abolished were the comprehensive, end-of-term tests, the results of which were used as the sole measure of eligibility or ineligibility for promotion. They were to be abolished because tests administered for this purpose put "undue pressure . . . upon both teachers and pupils"; because preparation for them "leads to unnecessary review and the disturbance of the regular work of the school"; because they are "a draft upon the nervous vitality of all children" (1892, p. 10). Dr. Hart's sub-committee might well have added that these tests were being abolished because they were largely responsible for the rate of retardation.



Class of 1956 — Houghton Grammar School

Examinations do, of course, have their value. Dr. Hart's group pointed out that they are impartial; they are definite; they have a stimulating effect on pupils; their results are of great assistance to teachers in their assessment of the levels of pupil achievement. All these advantages could be preserved, the sub-committee suggests, by holding written examinations from time to time without previous notice.

Though we may prefer to substitute for 'impartial' the term 'objective' — and all that it means test-wise, particularly with reference to essay type examinations, we moderns agree with all this. Indeed, it is actually on the basis of "the record of the daily work and of the occasional unannounced exercises" (1892, p. 11) that eligibility for promotion is determined at the present time. We, too, believe this method to "be fairer and more satisfactory" than a method based solely on the returns from objective or essay-type, end-of-term examinations.

There are, to be sure, occasions when what is called a 'social promotion' — a promotion whereby a child is "enabled to keep at least within sight of boys and girls of (his) own age" (1893, p. 3) — is indicated. That argument for social promotion which is based on the fact that children who are over-age-in-grade usually "are too large for the chairs and desks" (1893, p. 6) was invalidated by the advent of adjustable and, later, of movable classroom furniture. Nevertheless, we must not overlook the fact that there are times when the age of the child must be taken into consideration when his promotion is being debated.

Certain of our playgrounds are designated as "Tot Lots." No one finds this practice strange. This is because it is generally recognized that a classification based on age at this stage of the child's development operates also, albeit roughly, as a classification by size and by level of social maturity as well. Children whose age qualifies them to use the "Tot Lot" are thereby enabled to play with, or in the company of, age-mates who are, generally, their physical and social equals.

The physical hazard the over-age-in-grade child can present to his younger companions is as great in the classroom as it is on the playground. And, surely, no one today will wish to contradict the 1893 sub-committee's blunt statement of fact: the child who is over-age-in-grade may be "too mature for wholesome companionship with the (younger) children" (p. 6). In this connection it was interesting to read recently that Dr. Frances Ilg, psychologist at the Gesell Institute of Child Development, Yale University, has pointed out that it is definitely harmful for seventh — and eighth — graders to attend high school with older students. She emphasized that in association with older students, seventh and eighth graders tend to imitate juniors and seniors but lack the capacity to handle their problems. Thus, these younger pupils miss much of the intellectual satisfaction they desire; they are forced into social situations for which they are not psychologically prepared; and, they may suffer later because of the increased pace. Dr. Ilg concluded that the best school environment for seventh and eighth graders is in the top grades of the elementary school.

4. *THE EDUCATION OF THE EXCEPTIONAL CHILD*

Three causes for non-promotion are mentioned in the 1893 Report. Children are retarded because they are unable "to speak or understand English well enough to go where they naturally belong, in other cases they have been kept back by severe illness and sometimes they are feeble-minded" (p. 6). Clearly, "whatever the cause that has kept them so ignorant that they cannot . . . " be promoted, "something must be done to prevent irregular cases from taking the time of teachers and of schools" (1892, p. 9).

The "something" suggested by the 1892 sub-committee was "a special teacher without grade . . . (to) spend her whole time under the direction of the master, with small classes of slow pupils who could be advanced by a little individual attention" (pp. 9, 10). A year later, the 1893 Report makes a parallel recommendation with respect to the Primary Schools, and similarly justifies it (pp. 4-5). Here we find the kind of thinking from which, over the years, has developed our present educational program for the exceptional child who is physically handicapped, or mentally retarded, or non-English speaking.

The 1892 sub-committee was concerned also about the education of another type of exceptional child — the child, with an IQ of 125 or better, whom today we call gifted. Dr. Hart's committee suggested that this special teacher without grade spend time also with small classes of "quick pupils, who can thus be helped on in the more rapid course" (1892, p. 10).

It is this last phrase 'the more rapid course' which gives us a clue to that era's philosophy and practice with respect to the education of the gifted. Acceleration is the term that best describes them. The committee is frank to state that its purpose is "to put the bright scholars forward faster than at present." (1892, p. 11). In the past "double promotion" had been tried,

> "But neither the superintendent nor the grammar school masters are entirely satisfied with it"

because

> "gaps are left in the curriculum, which are never filled. The tendency is to superficiality".
>
> (1892, p. 13)

The acceleration of the gifted child is not, however, to be abandoned. A new plan is outlined — one that "has the merit of simplicity and flexibility".

> "Instead of . . . one six years' (grammar school) course for all pupils, the course of studies is to be sub-divided in two ways: one division to require six years and one to require four years, but the ground covered to be the same in both cases."
>
> (1892, pp. 13-14)

The purpose of the plan, the Report continues,

> "is simply to group together children of the same degree of advancement, whatever their age or whatever the time that they have spent in school."
>
> (Ibid. p. 15)

Certainly the gifted pupil presents as great a challenge and problem to educators in 1956 as he did in 1892. The reason for this is well stated in the 1892 Report:

> "The city of Cambridge has never accepted the principle that democratic equality requires abler members of the community to learn no more than those less favored by nature. True democratic equality consists in the right of each child to have his mind developed to the extent of his abilities and of his industry."
>
> (p. 14)

Late in 1956 I appointed several of our professional staff members to a Committee on the Education of the Gifted Child. This Committee, under the chairmanship of Dr. Ruth F. Boland, Director of the Bureau of Pupil Services, will begin work early in 1957. Its report will, I trust, be ready early in the 1957-1958 school year.

Class of 1956 — Longfellow Grammar School

5. SCIENCE EDUCATION

The 1892 Report contains a comprehensive survey of the grammar school curriculum of that day. "Mathematical Study", "Reading and Language", "Geography and History", and "Natural Science" are the subject-matter areas discussed. The areas with which the 1893 Report was concerned are: "Natural Science, Botany", "Physical Exercises", "Number, Writing", "Reading and Spelling", "Language and Literature", "Music and Drawing", "Physiology and Hygiene. Moral Instruction", and "Programs for Recitations and for Desk Work". Although the Reports' approach to the philosophy, content and methodology of each of these subject-matter areas is always interesting, the limitations of time and space dictate that I confine myself to a discussion of only one of them. I have selected "Natural Science" because of the present, great interest in science education at the elementary school level.

> We read on page twenty-one of the 1892 Report that,
> "The great advantage of science study is that it furnishes a kind of discipline not otherwise obtained in the grammar schools. It teaches the pupil to look for himself and to describe what he sees. It teaches him system, classification and love of truth."

In the next paragraph and on the next page, we find these statements:

> "The subject (physics) has a peculiar value because it requires, if carried to exact weighing and measuring, a habit of care and accuracy which is nowhere else inculcated in the grammar school. Of all scientific subjects this is probably the one which will be of most value to boys and girls who are going into any sort of trade or profession which requires dexterity, quickness and technical skill."

Already the reader must suspect that Dr. Hart and his colleagues believe that "the great advantage of science study" and "the peculiar value" to be gained from the study of physics actually were to be found in what is today called transfer of training. Certainly the 1893 sub-committee believed this for on page seven of its report we read,

> "The knowledge (of science) acquired, useful as it may be, is of small importance compared with the mental training."

And from the contexts of the Reports it seems that both sub-committees shared the conviction that transfer of training is automatic.

It is, of course, true that a solidly grounded "habit of care and accuracy" in "weighing and measuring", acquired in the study of physics or otherwise, begins to operate whenever the weighing and measuring response is called for in other circumstances. This is so because a habit is a learned pattern of behavior which is activated spontaneously by a specific stimulus: the need to use, and the availability of, weighing and measuring apparatus, most probably, in the circumstances under discussion. Plainly, then, an individual who is habitually careful and accurate in weighing and measuring can be concomitantly — and, perhaps, habitually and culpably — careless and inaccurate in situations unrelated to weighing and measuring. Unfortunately, this is not the learning outcome which Dr. Hart and his colleagues believed would result from science study. I hasten to add, however, that their expectations were directly related to the psychological knowledge of their day.

Today our psychological knowledge makes it unreasonable to equate habit and transfer of training. Transfer is rooted in that judgment of the intellect whereby the identity or similarity of certain elements found in two or more different situations, is affirmed. Thus, regardless of the degree to which his habit may be perfected, an individual can transfer (extend is a more meaningful term) the care and accuracy in weighing and measuring, which he has learned in his physics class, to actions and statements unrelated to weighing and measuring only after he has perceived that care and accuracy in each of these areas are equally expressions, for example, of his "love of truth."

Every teacher of children knows, every parent realizes, and, certainly, personal experience discloses that the generalizations formed in inductive reasoning usually possess none of the qualities of the automatic. Children, and adults too, need constant prodding to make such generalizations and watchful guidance that the generalizations made are justified by the evidential bases. Clearly, then, the modern educator must reject the statement that proclaims,

> "The knowledge (of science) acquired, useful as it may be, is of little importance compared with the mental training."
> (1893, p. 7)

Indeed, we find "Functional Information or Facts", "Functional Concepts", "Functional Understanding of Principles" listed among the objectives of science education catalogued on pages 28 and 29 of "Science Education in American Schools", which is Part I of the 46th Yearbook of the National Society for the Study of Education.

Learning, we know, must proceed from the known to the unknown. Yet, even in circumstances in which we are certain this axiom has been adhered to, learning may or may not be commensurate quantitatively or qualitatively with the learner's native capacity. This is so because the individual human will is a vital principal in the learning process. No learning takes place unless the learner perceives, or is motivated by some external influence to perceive, the subject-matter presented to him as a good — a psychological reality which masquerades in the guise of the interesting or of the need-satisfying in modern educational psychology.

Since there is no evidence that human nature has changed in the last sixty-five years or, in fact, since the mid-thirteenth century when Thomas Aquinas described this relationship between the intellect and the will as well as the pre-eminence, in the economy of learning, of the activity implicit in learning through personal discovery in contrast to the inactivity involved in being taught, we must be neither surprised nor disconcerted to find a "modern" approach to the selection of subject-matter in the 1892 and 1893 Reports. The former recommends the inclusion of physical geography in the science program of the grammar schools because its "materials are all about us, . . . it is connected with human life" (p. 22). The 1893 Report suggests that Botany be introduced into all three primary grades because, "It deals with things that they (the pupils) are naturally fond of, that they see about them every day, and that they can themselves own and take care of . . . " (p. 8).

6. *THE IMPROVEMENT OF TEACHING*

The reader of the 1892 and 1893 Reports cannot but be impressed by the thinking of these sub-committees: alternatives are carefully weighed; and, once a recommendation has been decided upon, theoretical and practical objections to it are noted and refuted. Plainly, these sub-committees appear to have been acutely conscious, throughout their deliberations, of the fact that,

> ". . . any inconsiderate change (in any of the areas considered in the Reports) may seriously affect the organization and efficiency of the whole Cambridge school system",

a statement which is found at the end of the second paragraph of the 1892 Report.

Class of 1956 — Morse Grammar School

Although each of the changes, effected by the recommendations in these Reports, cannot have failed to have had a decided impact on the quality of instruction, none could possibly "more seriously affect the . . . efficiency of the whole Cambridge school system" than the introduction of new subjects. The quality of instruction in any subject-matter area has a fundamental and direct relationship to the competence of the teacher in the subject-matter area. That the 1892 sub-committee realized this is evidenced in its statement of the difficulties involved in the introduction of physics in the grammar schools:

> "The first difficulty is the want of training of the teachers".
>
> (p. 22)

The sub-committees solved this problem of teacher competence with what must have been one of the earliest in-service training programs in the history of American public education. The 1892 sub-committee partially justifies its recommendation that geometry, rather than algebra, be introduced in the grammar schools, as follows:

> "A further reason for this choice is the normal instruction in geometry to be offered by Harvard University to our teachers."
>
> (p. 22)

This sub-committee also states:

> "A further local advantage (recommending the inclusion of physical geography in the grammar school curriculum) lies in the fact that Harvard University has an established professorship in that subject with an unusual collection of apparatus, and is willing to give to the Cambridge teachers the benefit of these advantages."
>
> (p. 22)

Later, this Report records that,

> "The University will offer a normal course in physics, open to Cambridge teachers, and the instructors in physics in the high schools will co-operate so far as their time allows."
>
> (p. 23)

The 1893 Report gives evidence of a similar train of thought:

> " . . . your committee . . . recommend that arrangements be made to give the teachers such instruction as may be necessary to enable them to carry on this work (the Ling system of Swedish school gymnastics) successfully."
>
> (p. 9)

And, it is the latter sub-committee that makes it a matter of record that some teachers, on their own initiative,

> "have formed themselves into classes and hired some one to train them (in this Ling system)."
>
> (p. 9)

Though Dr. Hart's group thought it,

> "in every way desirable to commit the actual teaching (of these new subjects) to the regular force, rather than to introduce a staff of perambulating supervisors in special subjects . . . ,
>
> "It is not prepared to compel any teacher to take on a new study; but to call for volunteers from each grammar school to prepare themselves in physical geography, geometry, physics or literature, as the case may be."
>
> (p. 24)

The incentive offered was not salary increments but the

> "opportunity to prepare for higher and better paid positions in the Cambridge school system and elsewhere."
>
> (p. 24)

CONCLUSION

I have nowhere written, nor do I wish to imply that we educators are engaged in, what may be likened to, the perpetual pursuit of a mechanical rabbit because some of the problems which concern us today are similar to some of the problems which worried our counterparts in the near or distant past. We are indeed engaged in a pursuit — the search for truth. We are constantly seeking truth in terms of 'why' the public schools are in business, in terms of 'what' these schools must teach to implement these goals, and in terms of 'how' the latter may be taught most effectively and efficiently.

Irrational reaction as well as irresponsible innovation must be avoided in this search for truth. "It has always been done this way."; "The schools in X-town are doing this now."; "They did that fifty years ago."; "This is more of that progressive nonsense."; are not now, nor have they ever been, good and sufficient reasons for

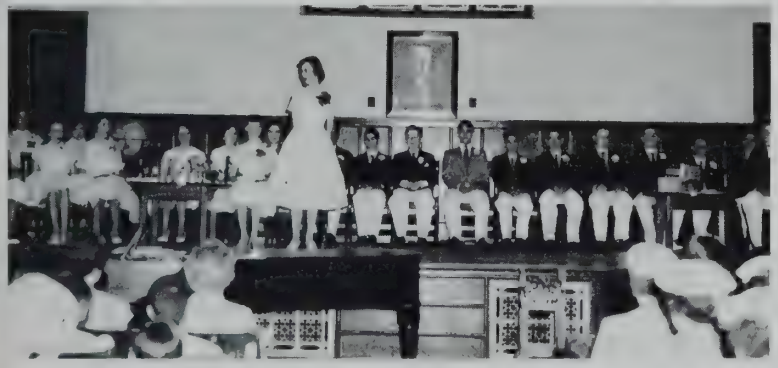
continuing, or initiating, or condemning any educational endeavor. Since one may legitimately infer the nature of a cause from its effects, it seems to me that the search for truth in education has been successful when one can say, "The results show that at this time this is the best way to attain this pre-determined goal."

It is this principle which I have applied to the 1892 and 1893 Reports. In some cases, you will recall, our present practice is an outgrowth of the thinking and practice outlined in one or the other of these Reports. In other instances, our search for truth in education has shown us better ways of attaining these goals — which themselves may have been re-defined in the process.

It is on this note of change for truth's sake that I bring this Report to its conclusion. It is to truth that my administration is pledged. It is to truth that the members of our professional staff have dedicated their lives and work. It is in this cause that the members of our non-professional staff work so selflessly. To all of them my thanks. I desire, too, to express my sincere appreciation to His Honor, the Mayor, and to the members of the School Committee for their counsel and advice in all matters concerning the general welfare and success of the Cambridge Public Schools.

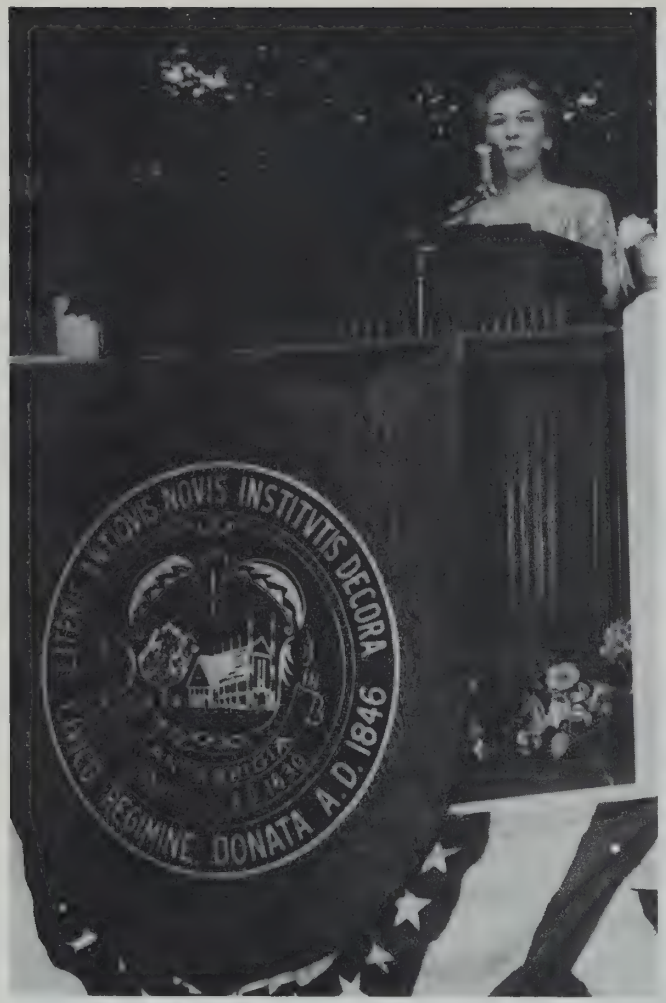
John M. Tobin

Superintendent of Schools



Class of 1956 — Agassiz Grammar School

Two of the Kelley School's Science Fair Exhibits

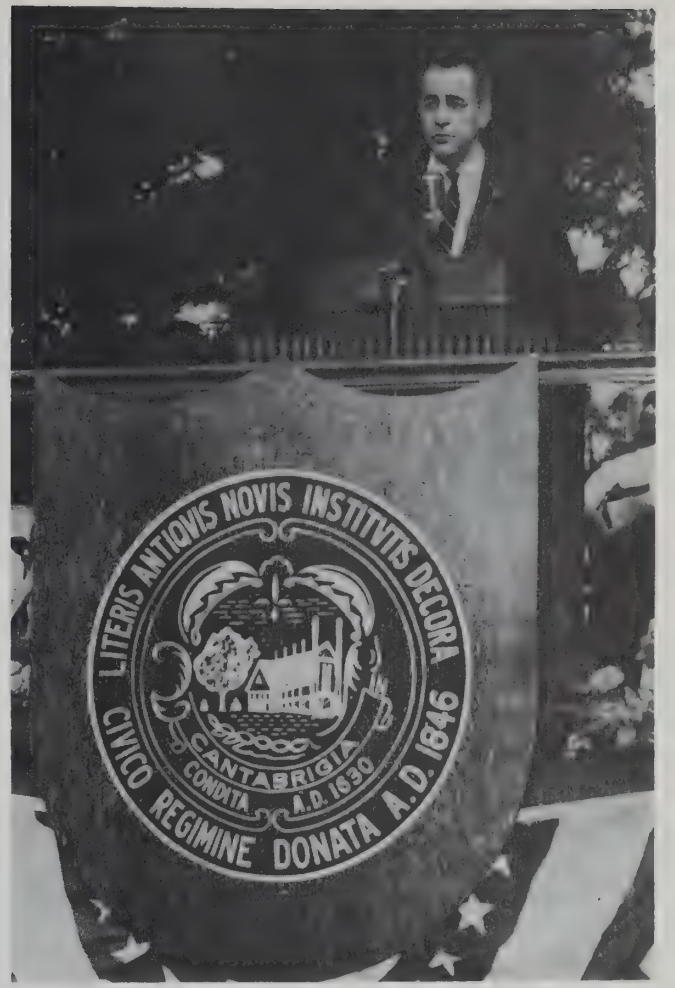


The Representative of the School Committee Addresses the Graduates

The Mayor's Reception for the Graduates of the Vocational Schools

A Temporarily Home-Bound Pupil Graduates With Her Class

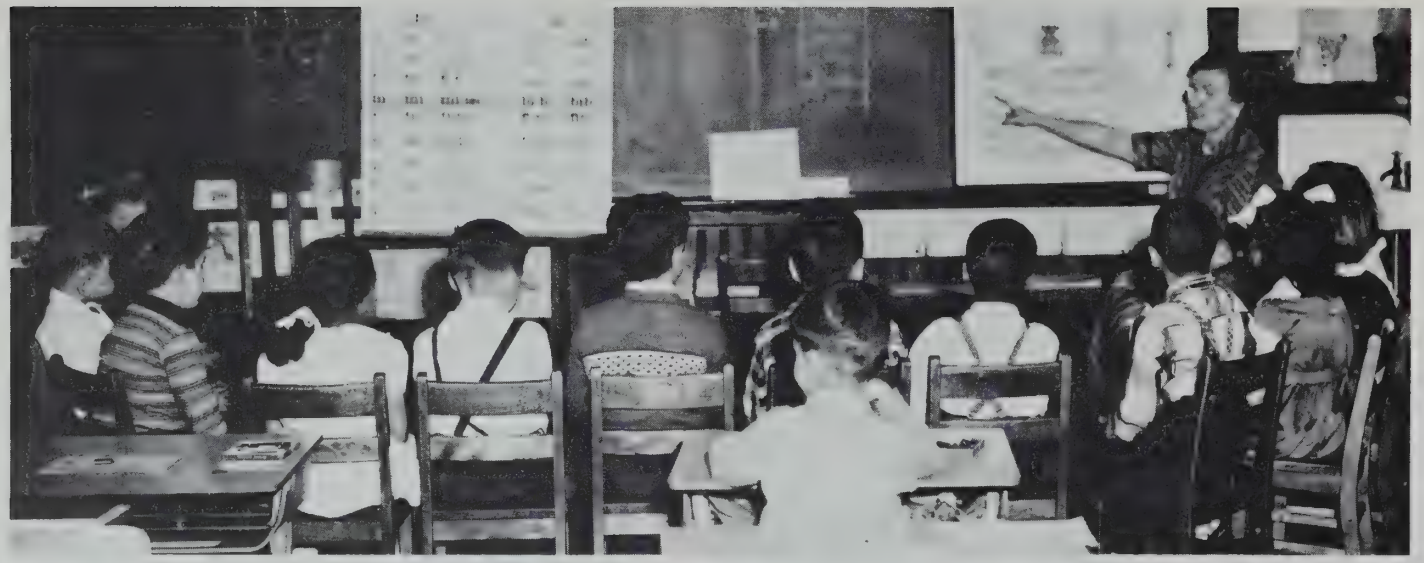
The Social Studies Award — A Braille Wristwatch
An Omnivorous Reader Blinded by a Home Chemistry Mishap
Kenneth Ingham, Undaunted,
Graduates with His Class, Rindge 1956



The Representative of the School Committee
Addresses the Graduates

← *The Rindge Technical School Graduates*

Why Johnnie Can Read



First Grade Reading Instruction Features Phonics and Word Recognition Skills

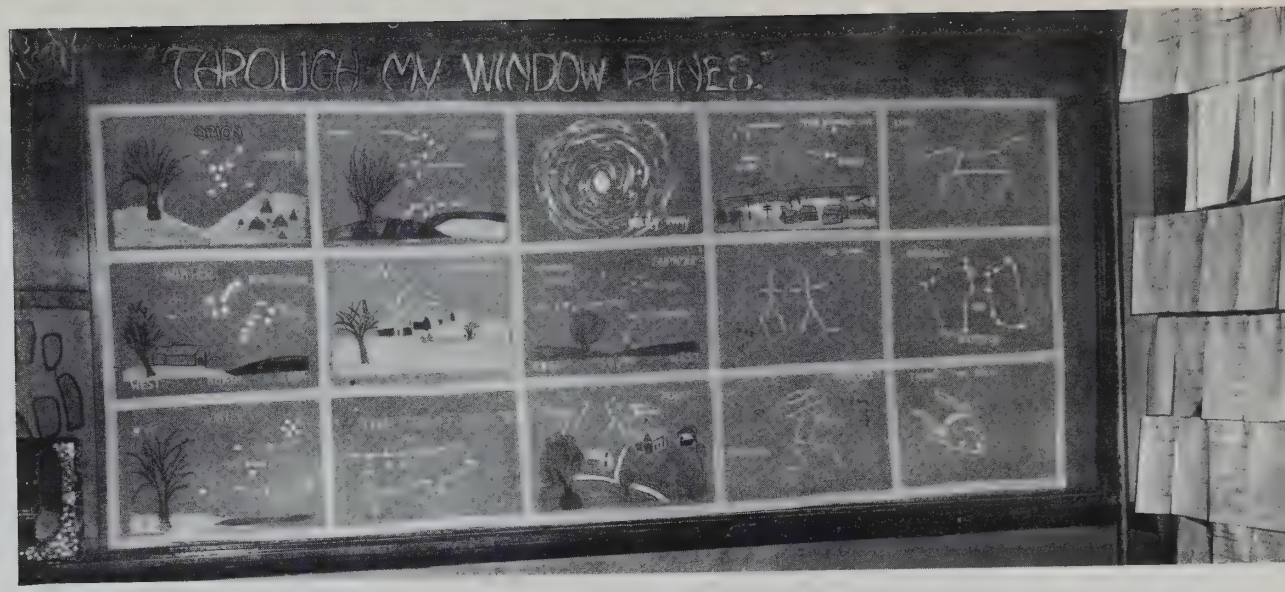
Reading instruction in the Primary Grades emphasizes the acquisition of basic skills. Thereafter, reading instruction aims to perfect these skills, to stimulate and to cultivate reading interests.

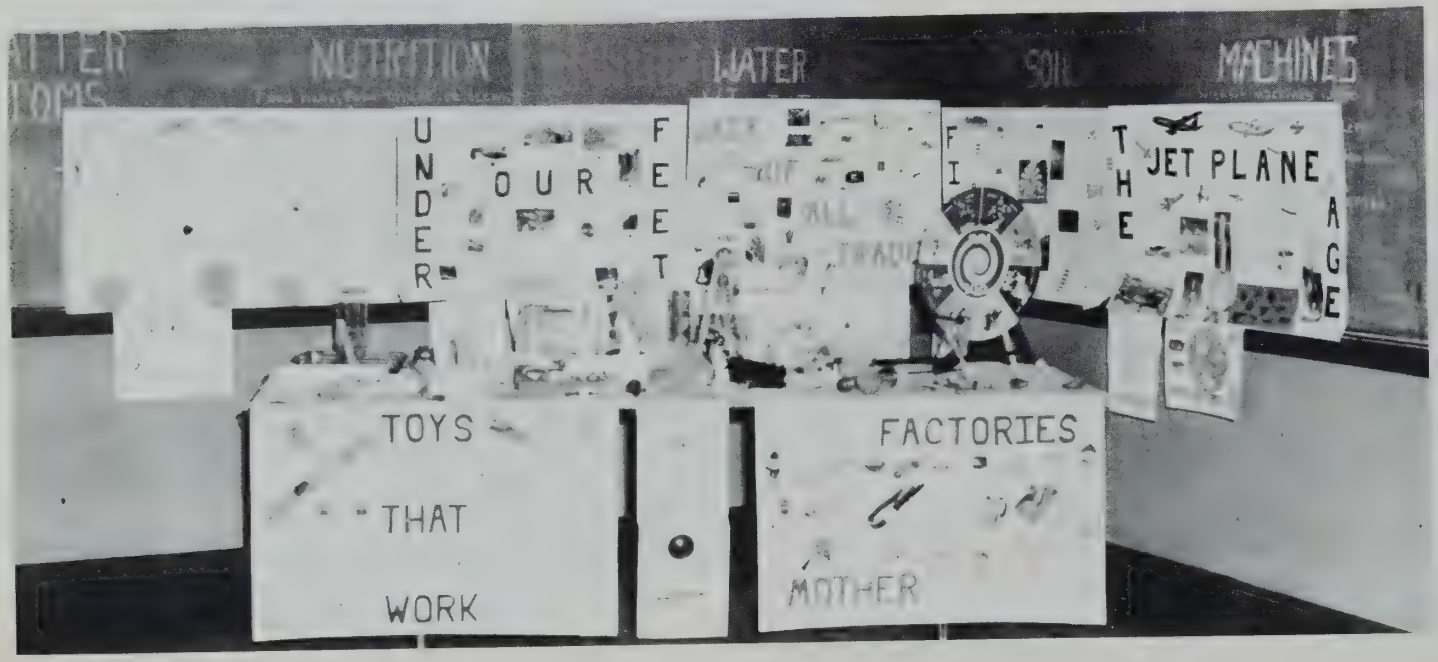
A Sixth Grade Presents an Assembly Program Marking Children's Book Week

This Textbook Display Is a Reminder That Reading Is a Tool Subject

The Library Corner in a Seventh Grade

Science Projects





Iwo Jima Relived for a Flag Day Assembly

Learning the Interrelationships Between Science and Music

High School Clothing Class Models Its Own Creations

Hi - Styles

by

High Schoolers

Buildings and Equipment
Help
But It Is the
Pupils and the Teachers
Who Make the School

OUR WORLD CHAMPION

It's a wonderful story.

A young man, born to no special privilege and to little of this world's goods, uses the other gifts that God gave him wisely. So wisely and with such determination that he becomes the best man in the entire world at his chosen specialty.

It is even more wonderful that success does not change him. He remains the same modest, friendly, happy and high-principled person he was before.

Such a young man is Cambridge's Charlie Jenkins who has brought fame to his country and his city by winning the 400-meter run at the Olympic Games. His victory, as far as we can learn, makes him the first Cambridge resident in history to win a gold medal in Olympic running competition. The news of his triumph, flashed across the seas from far-off Australia, sent a thrill of pride pulsing through our city.

Charlie is a bonafide resident of Cambridge. He was born here and attended the Willard and Webster schools and his beloved Rindge. While at Rindge he twice won the national schoolboy 440 title. Predictions were freely and correctly made that he was Olympic material.

This young man has character. His victory at Melbourne justified the faith that he has always had in himself. Also the faith that Tom Duffy, his Rindge coach and close friend, has always had in Charlie.

Tom points out that Charlie had to run four 400-meter races in two days at Melbourne. There were two qualifying races on Wednesday, and a semi-final on Thursday followed one hour and 15 minutes later by the final. This gruelling schedule, Tom says, "was a test of endurance and courage which Charlie passed with flying colors. He keeps himself in good condition. As soon as a race is over, he has the ability to come back fast."

It has been said before, but it deserves to be said again. Athletic sports have set an example of democracy that — to our shame — is not always followed in other lines of activity. Sports give young men — regardless of race or economic background — an equal chance to rise as far as their ability and determination will take them — in this case to the championship of the world.

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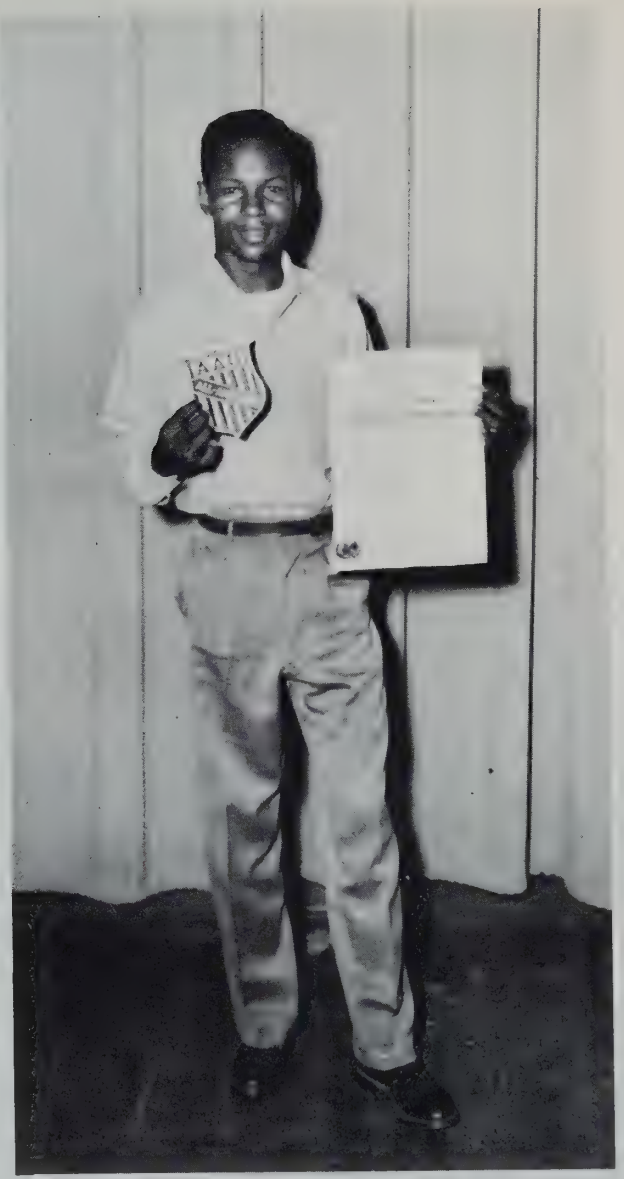


CHARLES LAMONT JENKINS, RINDGE 1953

COST ANALYSIS

SCHOOL YEAR — 1955 - 1956

School	Salaries A-1	All Other Costs	Total
Cambridge High and Latin	$ 589,902.04	$ 68,011.64	$ 657,913.68
Rindge Technical	375,514.23	45,664.12	421,178.35
Agassiz	71,239.82	6,911.01	78,150.83
Ellis	81,270.25	6,082.83	87,353.08
Fletcher	54,699.54	5,392.00	60,091.54
Gannett	14,199.88	2,093.24	16,293.12
Haggerty	59,579.59	6,028.43	65,608.02
Houghton	114,499.17	15,256.32	129,755.49
Kelley	26,199.72	10,947.29	37,147.01
Abraham Lincoln	36,087.10	7,329.39	43,416.49
Longfellow	177,531.98	15,607.76	193,139.74
Morse	82,316.40	5,585.79	87,902.19
Peabody	86,814.30	8,223.76	95,038.06
Putnam	70,599.49	6,202.32	76,801.81
Roberts	146,945.61	16,355.49	163,301.10
Russell	112,282.51	15,903.79	128,186.30
Thorndike	65,999.61	10,170.01	76,169.62
Webster	71,649.52	7,730.97	79,380.49
Wellington	114,773.49	11,256.19	126,029.68
Willard	55,961.80	3,308.68	59,270.48
Wyman	10,189.91	2,136.81	12,326.72
Boys' Vocational	39,848.99	5,875.46	45,724.45
Girls' Vocational	4,601.68	2,442.58	7,044.26
Americanization	5,800.02	249.56	6,049.58
Art Department	22,383.29	527.25	22,910.54
Audio-Visual Department	19,599.96	8,933.81	28,533.77
Bureau of Pupils' Services	51,502.60	6,923.81	58,426.41
Children's Museum	10,199.96		10,199.96
Health & Safety Department	10,273.30	701.19	10,974.49
Home Economics	34,299.37	99.20	34,398.57
Music Department	24,099.84	5,857.98	29,957.82
Physical Education	71,965.61	2,755.33	74,720.94
Primary Director	7,099.94	36.27	7,136.21
School Physician	5,600.00		5,600.00
Substitutes	81,020.00		81,020.00
Superintendent's Office	47,455.50	3,963.37	51,418.87
Prevocational	36,171.86		36,171.86
Evening School	29,504.00		29,504.00
Janitors	266,227.19		266,227.19
Business Office	59,960.51	11,684.20	71,644.71
Totals	$3,245,869.58	$ 326,247.85	$3,572,117.43

THIS, I BELIEVE —

I BELIEVE that educated people are essential for a successful democracy.

I BELIEVE that public schools were organized as America's way of developing educated people.

I BELIEVE that good schools are the right of every American.

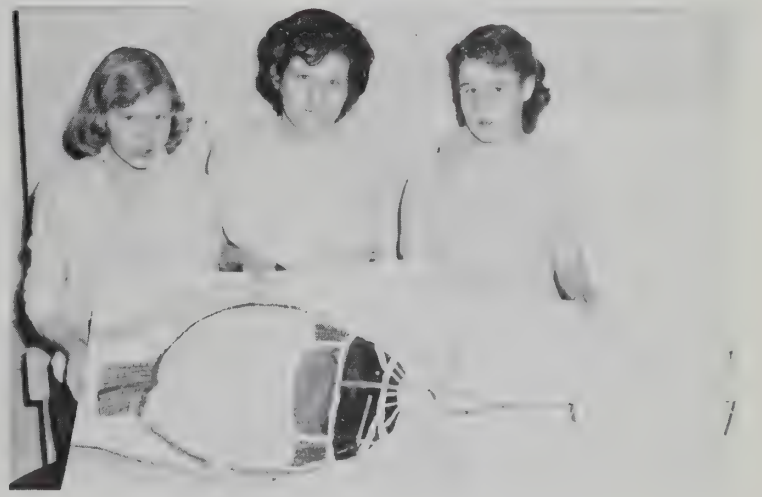
I BELIEVE also that every community has the obligation to provide good schools for its people.

I BELIEVE that education is the legal responsibility of the political state, and that it discharges that obligation best by delegating the large share of operation to local communities.

I BELIEVE, however, that the state has the obligation to make sure that a necessary foundation program is found in every community.

I BELIEVE that the schools belong to the people and that they must determine the functions and programs of their schools.

Dr. Walter D. Cocking
Editor, "The School Executive"



A Fusion of Health and Science Education

FACTS ABOUT CAMBRIDGE SCHOOLS

DO YOU KNOW THAT —

Our professional staff has the highest percentage of Master's degrees of any in Massachusetts?

The Library at 1700 Cambridge Street is one of the finest professional libraries of teachers' reference material in Massachusetts?

Our orientation program for new teachers has been commended by most of the educational institutions in Massachusetts?

194 highly qualified candidates applied to teach in Cambridge this past year?

Only 5 teachers have left our system since 1947 to teach in other local communities?

Our teacher-pupil ratio is one of the lowest in the country?

Our Rindge Tech., one of only two technical secondary schools in Massachusetts, is nationally famous?

Curriculum revision is a continuous process in our system, and that we are now working on science and arithmetic?

All of our elementary school children are members of the Junior Red Cross?

All our 6th and 7th graders visited the Boston Museum of Science this year?

Cambridge was the first major school system to have a formal guidance program?

We test regularly to help in individual guidance and to evaluate our progress in education generally?

We maintain a special class for foreign-born youngsters at the Longfellow School?

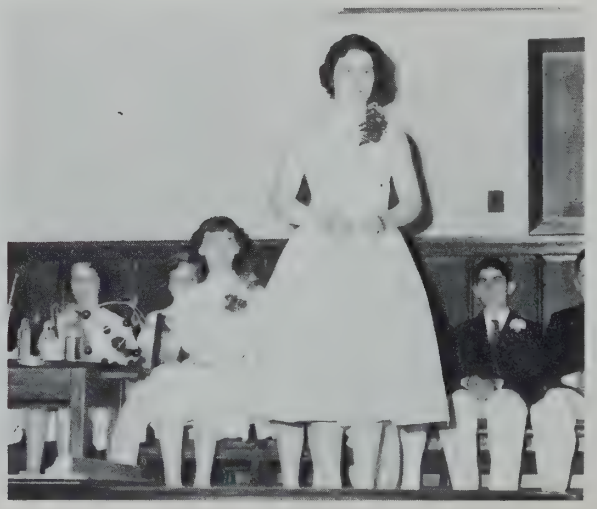
Approximately 25% of our teaching staff is directly concerned with the problems of the "exceptional" child?

Our system was the first to maintain a corps of home teachers and still leads most communities in its concern for the child who is unable to attend school?

Our sight-saving class is nationally famous, visited each year by educators from all over the United States?

(Reprinted with permission from the March, 1956, Newsletter of the Cambridge Council of Parent-Teacher Associations.)

Greetings from the Graduates



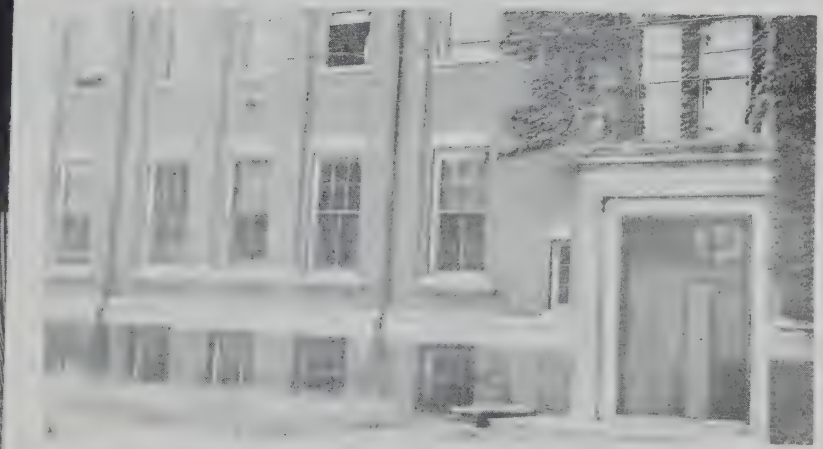
The Last Girl and Boy Numerically, but Not the Last Scholastically, to Be Graduated from the Ellis Grammar School

Joan Butler

THE

Ellis Grammar School

1898 — 1956



REPLACED
by the
M. E. FITZGERALD
SCHOOL

Robert LeBlanc

Welcome to Cambridge's Newest Educational Institution

A Picture Tour through a Picture Book School

The M. E. Fitzgerald School

70 RINDGE AVENUE

BUILDING AREA

78,500 square feet 1,126,000 cubic feet

BUILDING CAPACITY

660 Pupils Kindergarten through Grade 8

CONTRACTOR

Jefferson Construction Company

ARCHITECT

M. A. Dyer Company

BUILDING COMPONENTS

16 classrooms each 24′ x 35′ and each seating 30 pupils. Six of these classrooms, those used by the Primary Grades, have self-contained toilet facilities.

The Kindergarten, 50′ x 86′, may be divided into two rooms, each with its own toilet facilities, by a folding door. Also provided is an outdoor play area for the exclusive use of the Kindergarten pupils.

Home Making Laboratory, 28′ x 60′.

Science Room, 25′ x 48′.

Remedial Reading Room, 24′ x 42′.

Gymnasium, 71′ x 96′, with fold-up bleacher seats for 400, may be divided in two by an electrically operated folding door. Separate locker, shower and toilet facilities are provided for boys and girls, and for teachers of both sexes.

General Shop, 28′ x 48′.

Music and Rehearsal Room, 18′ x 30′.

Cafeteria, 40′ x 48′, seats 226 pupils at fold-up, rollaway tables.

Kitchen, 48′ x 52′.

Auditorium, 50′ x 56′, seats 330.

Stage 14′ x 38′, and dressing rooms.

Master's and School Office, 25′ x 36′.

3 Teachers' Rooms, one for men and two for women.

2 Toilet Rooms each for boys and girls.

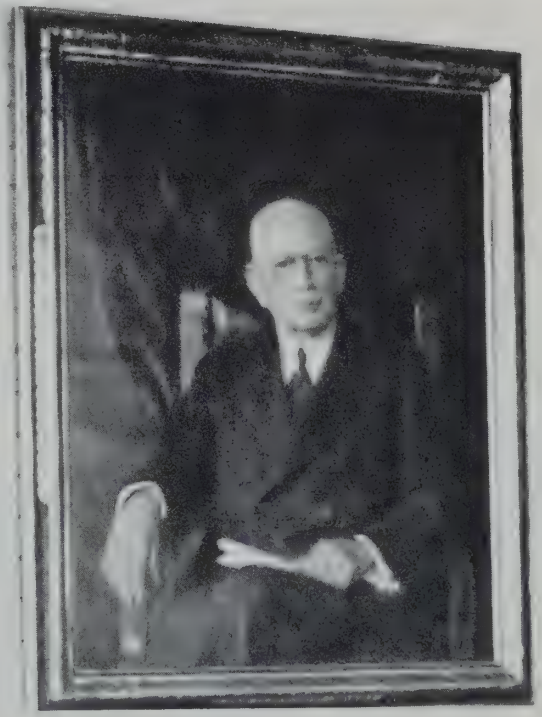
Health Unit, 29′ x 62′, consisting of 3 examination rooms, reception room, Dental Office and Reception Room, X-Ray Room, Staff Room.

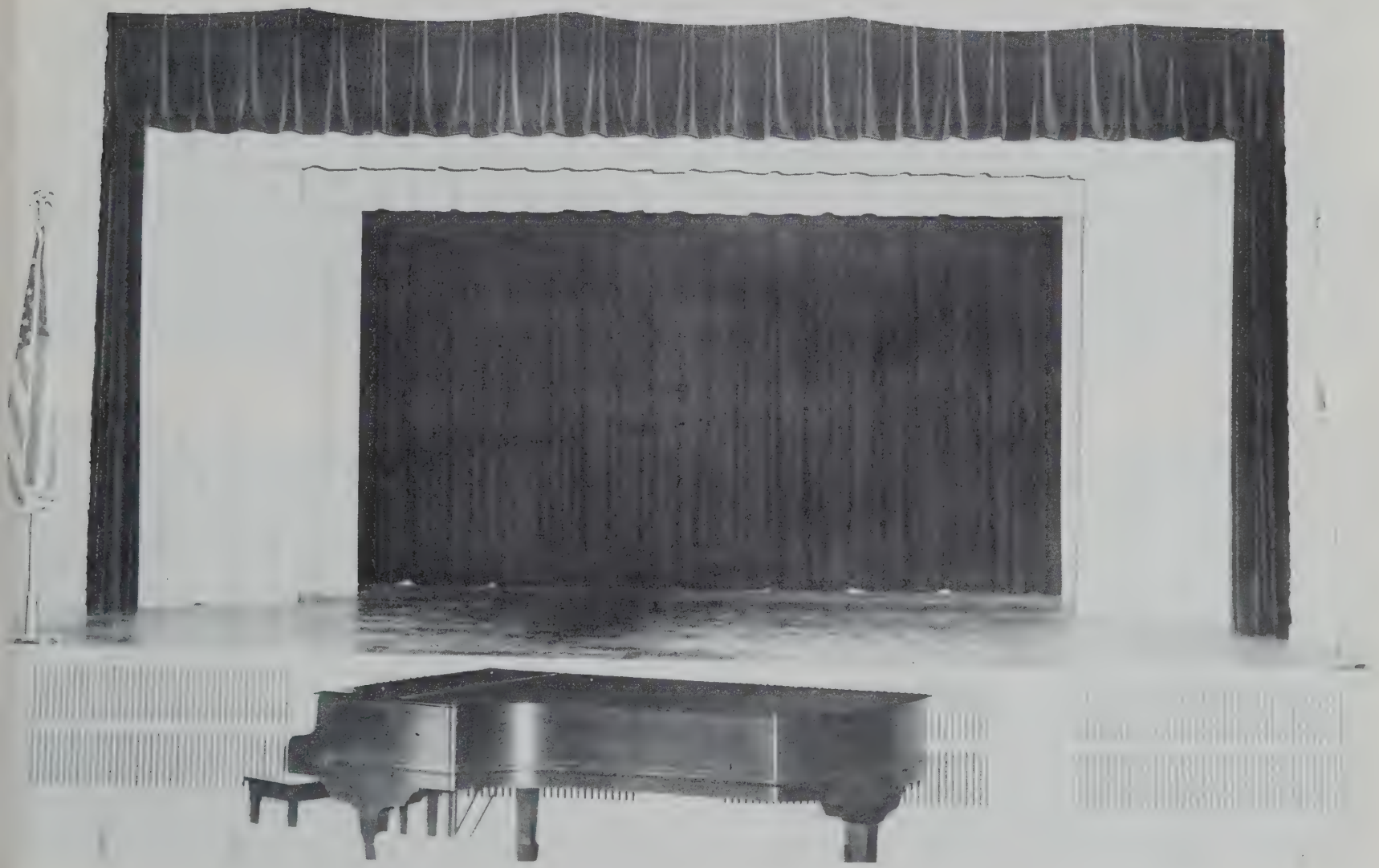
BUILDING COST

$1,177,162.00 which does not include the cost of the site or the cost of movable equipment.

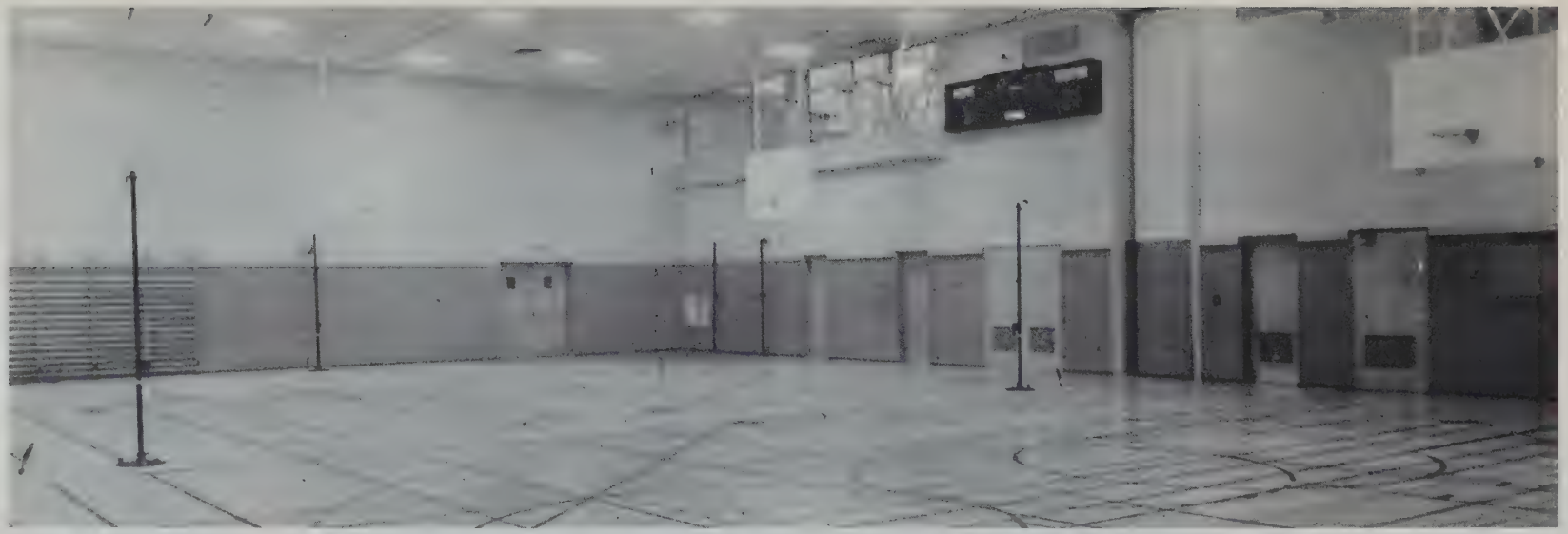
Seated at the
Intercommunication System
are
Louis N. Fougere, the Master,
and his Secretary

Displayed Prominently
in the Foyer
is the Oil Portrait
of
MICHAEL E. FITZGERALD
Superintendent
of the
Cambridge Schools
1912 — 1945

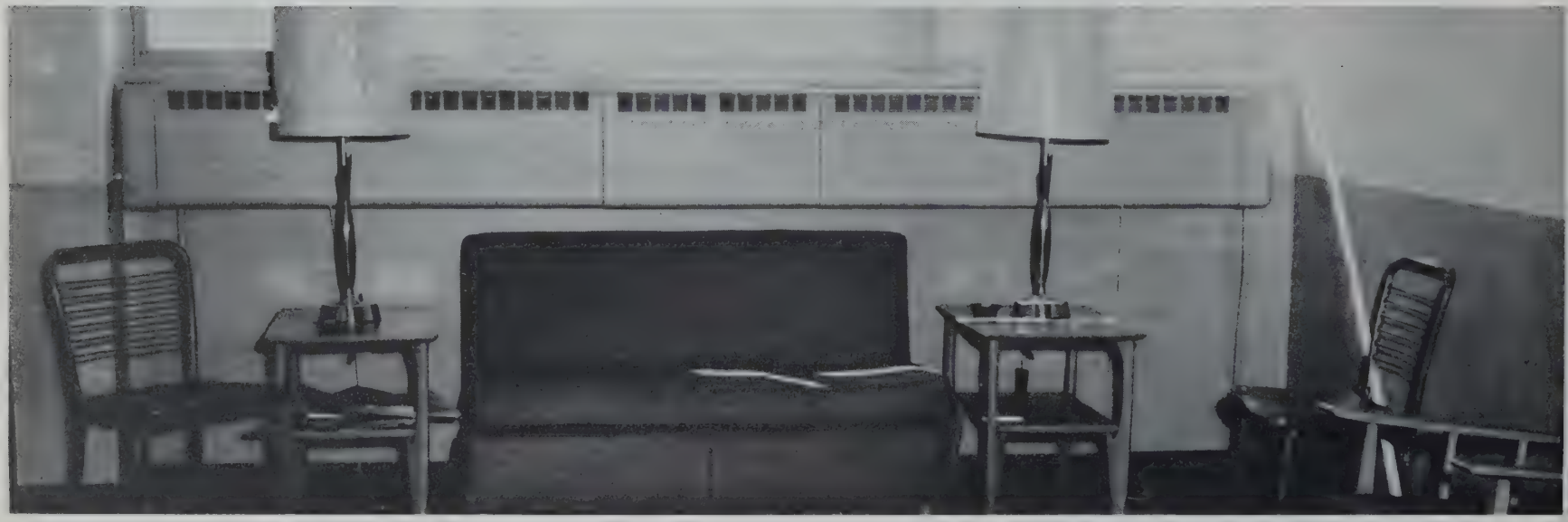




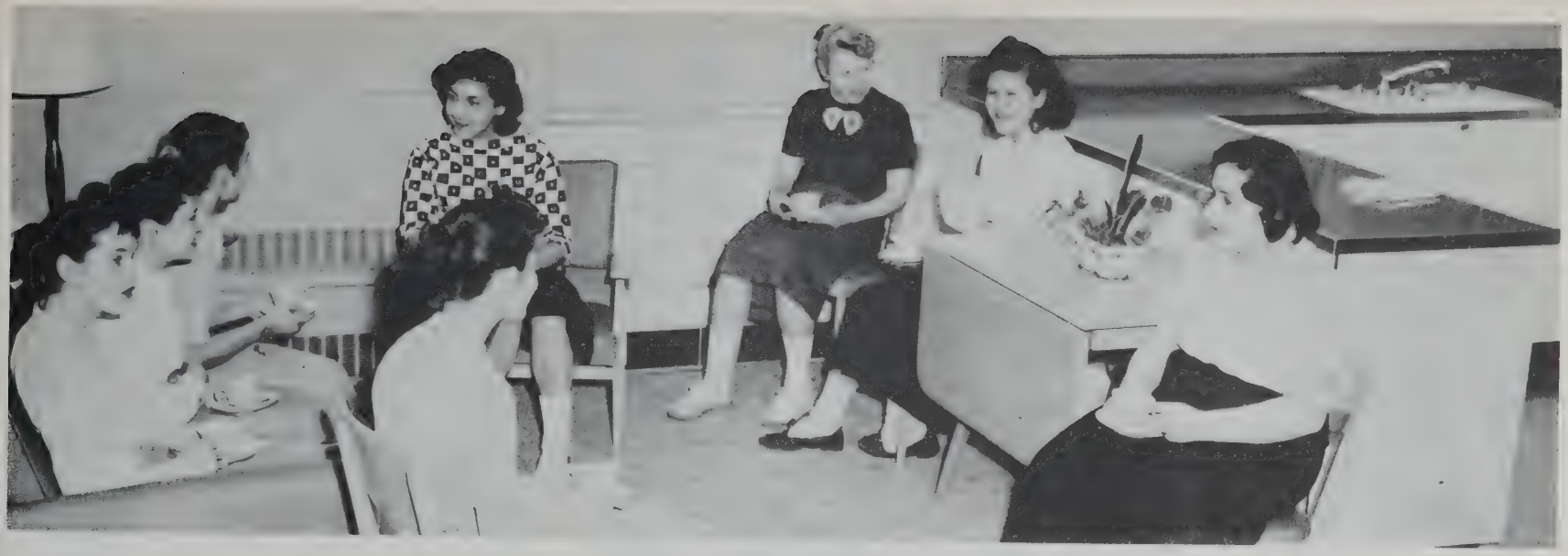
The Well Equipped and Beautifully Lighted Stage in the 330 Seat Auditorium



A Corner of the Ultramodern Gymnasium Which Has Fold-up Bleachers for 400 Spectators



One of the Three Teachers' Rooms



Learning Two Fine Arts — Balancing a Tea Cup and Setting an Attractive Table

Our Future Home Makers
Practice the Culinary Art
In this Modern Foods Laboratory

Automatic Washing and Ironing
Are Now Counted Among the
Three Rs of Homemaking Courses

The Clothing Center, Home Economics Room

" — — and 'Rithmetic"

The School Hall Is a Busy Place — Some Musical Activities, Assembly Programs, Audio-Visual Instruction Are Centered Here.

These Kindergarten Pupils
Will Replace The First Graders Next Year

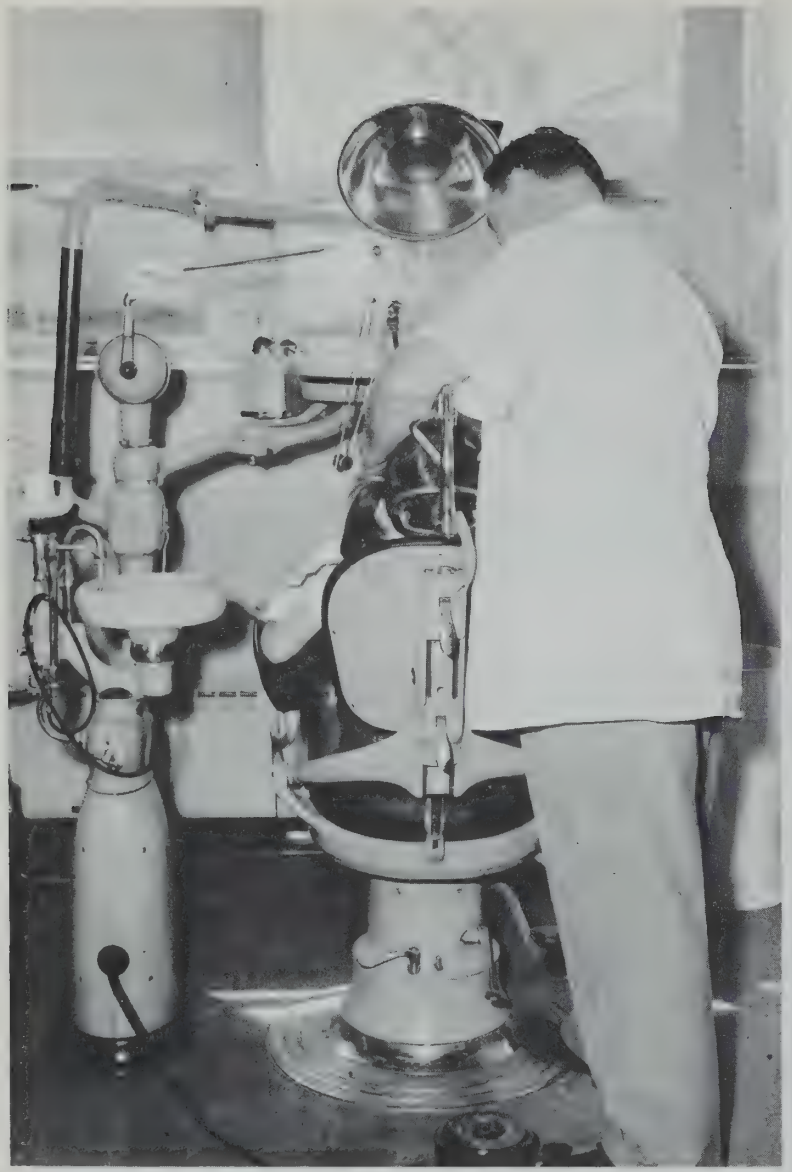
Each Primary Grade Classroom Has Its Own Washroom

Coatrooms for the Older Children Are Set into the Corridor Wall

Each Classroom in the Building Has Its Own Bubbler

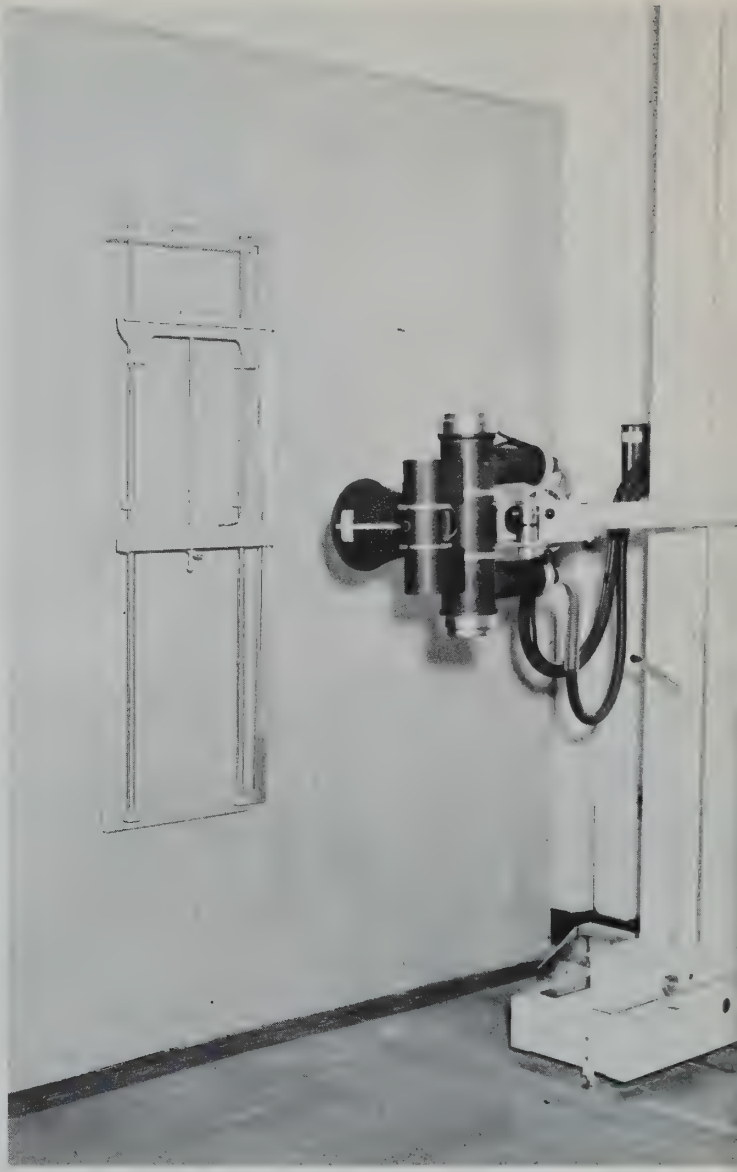
The Science Room Has Ample Storage Space in Rooms Behind the Blackboard

A Folding Door Is Used to Separate the Cafeteria's Preparation and Serving Center from the Rest of the Facility.



Dental Clinic

The Health Unit



X ray Room

The Health Unit
Serves the Neighborhood
As Well As the School

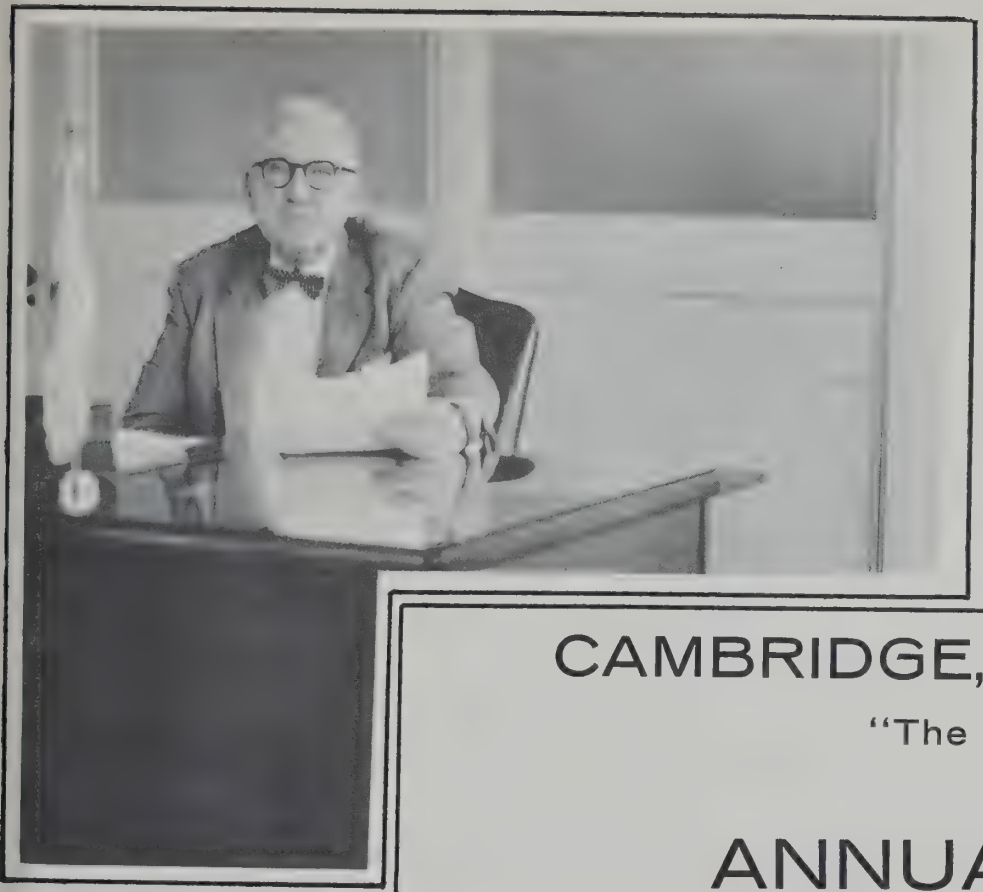
The Well-Baby Clinic
Pictured Here,
the Chest X-Ray Service,
the Immunization Clinics
Contribute to the
City's Public Health Program

These Corridor Display Cases
Contribute to the
Visual Education Program

These Displays
the One of Aesthetic
and the Other of Practical Appeal
Demonstrate the Versatility
of Modern Visual Education
Techniques

CAMBRIDGE PUBLIC LIBRARY

957 ANNUAL REPORT of the CAMBRIDGE, MASSACHUSETTS, PUBLIC SCHOOLS



CAMBRIDGE, MASSACHUSETTS

"The University City"

ANNUAL REPORT

OF THE

School Committee

AND THE

Superintendent of Schools

1957

The School Calendar

1957 — 1958

1st Term
September 9 - December 23, 1957

2nd Term
January 2 - February 14, 1958

3rd Term
February 24 - April 11, 1958

4th Term
April 21 - June 25, 1958

1958 — 1959

September 8 - December 23, 1958

Office of the Secretary of the School Committee

School Holidays

Columbus Day; Armistice Day; Thanksgiving Day and the day following; Washington's Birthday; Good Friday; Patriots' Day; Memorial Day; and the Seventeenth of June. If one of these holidays falls on Sunday, the schools are closed on the following day.

Offices at 1700 Cambridge Street
Offices open from 9 o'clock A.M. to 5 o'clock P.M. every day, excepting Saturday.

Evening Schools

There are two terms of the evening schools. The first term begins on the second Tuesday of October and closes one week previous to the closing of the day schools for the Christmas holidays. The second term begins on the first Tuesday of January, except when that day falls on New Year's Day, in which case it begins on the Thursday following New Year's Day, and continues for at least twenty-five evenings. Vacations and holidays are the same as in the day schools.

The School Committee

January 1, 1956 to December 31, 1957

Chairman

Mayor Edward J. Sullivan
14 Surrey Street

Vice-Chairman

John Briston Sullivan
55 South Normandy Avenue

James F. Fitzgerald, Esq.
117 Spring Street

Anthony Galluccio, Esq.
56 Concord Avenue

Joseph Maynard
214½ Harvard Street

Mrs. George W. Ogden, Jr.
33 Linnaean Street

Judson T. Shaplin, Ph.D.
182 Upland Road

Officers of the Cambridge School Committee

Superintendent of Schools

John M. Tobin .....76 Fresh Pond Lane

Assistant Superintendent of Schools

Edward J. Danehy .....37 Yerxa Road

Secretary to the Superintendent of Schools

John R. McCarthy .....198 Rindge Avenue

Secretary to the School Committee and Business Agent

Edward J. O'Connell .....49 Fayette Street

Assistant Business Agent

Gerald T. Liston .....151 Magazine Street

Chief Custodian

William J. Fitzgerald .....79 Reservoir Street

I submit herewith my thirteenth annual report which is the ninetieth in the series of annual reports by the Superintendent of Schools and the one hundred eighteenth in the printed reports of the School Committee of Cambridge.
Superintendent of Schools

The Open Air Stage of our new War Memorial Building which faces the spacious Library Lawn.

Pupil Personnel

The following are among the many purposes served by the program of measurement and evaluation which is administered by our Bureau of Pupil Services:

1. to provide a basis for planning individual and group instruction;
2. to enable teachers to do a more effective job of identifying and meeting the needs of individuals;
3. to identify pupils' interests, abilities, aptitudes, and achievement levels;
4. to provide a basis of counseling for the benefit of parents as well as pupils;
5. to assist in grouping pupils more effectively;
6. to provide a basis for curriculum development and revision;
7. to ascertain the effectiveness of the instructional program for the individual;
8. to provide data for college admissions or post-secondary school employment;
9. to foster and facilitate educational research;
10. to assist in determining areas of need in the in-service growth program;
11. to assist in locating pupils for whom special provision must be made.

PSYCHIATRIC CLINIC STATISTICS: 1957

Frank A. Straccia M.D., School Psychiatrist.

Initial Diagnostic Visits:		*Treatment Visits*	
High Schools		High Schools	
Individual Boys	44	Boys	37
Individual Girls	23	Girls	48
Elementary Schools		Elementary Schools	
Individual Boys	38	Boys	19
Individual Girls	5	Girls	1
Total	110	Total	105
Total Visits		215	

SUMMARY REPORT OF OUR TESTING PROGRAM: 1957

1. *Group Achievement Tests*			
Scholastic Testing Service's, Diagnostic Reading Test:			
Grade 3		797	
Grade 5		843	
Grade 8		642	
Total			2282
2. *Group Reading Readiness Test*			
Metropolitan Readiness Test			
Grade 1			989
3. *Group Intelligence Tests*			
Grade 3 . . . Otis Alpha		797	
Grade 8 . . . Otis Beta		642	
Grade 9 . . . Otis Beta		229	
Grade 11 . . Otis Gamma		636	
Total			2304
4. *Individual Intelligence Tests*			213
Binet — Form L	Wisc		
Wechsler-Bellevue	Wais		
5. *Individual Achievement Tests*			213
Massachusetts School Subjects Test			
Stanford Achievement Battery			
6. *Other Individual Tests*			108
Projective	Interest	Aptitude	Study Habits	Personality

Follow-Up Study of Our Secondary School Graduates Class of 1957

	High and Latin School		*Rindge Technical School*	
	Number	*Percent*	*Number*	*Percent*
Questionnaires sent	298		167	
Responses	298	100.	167	100.
Furthering their education	108	36.24	34	20.36
Attending:				
Colleges & Universities	65		14	
Junior Colleges	8		3	
Business Schools	11		1	
Nursing Schools	8		—	
Prep Schools	4		3	
Seminary	—		1	
Post-Graduates	4		8	
Technical Institutes	—		4	
Miscellaneous	8		—	
Employed—Full Time	159	53.35	95	56.89
Armed Services	9	3.02	27	16.16
Unemployed	19	6.38	11	6.59
Moved—No Address	3	1.01	—	
Totals	298	100.	167	100.

Distribution of Pupils by Age and Grade

●

1957

AGES

Grade	Sex	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Over 21	Totals
Kdg.	M	280	399	5	2																686
	F	263	340	2																	605
I	M		166	279	70	8															523
	F		182	258	31	4															475
II	M			116	260	69	22	1													468
	F			123	214	52	9	1													399
III	M				73	247	72	22	1	2											417
	F				118	220	55	8	2	1											404
IV	M					101	225	89	23	2											440
	F					118	203	57	15	5											398
V	M						98	211	73	26	7		1								416
	F						128	237	58	13	4	2									442
VI	M							129	181	73	37	10									430
	F							142	181	57	18	1	2								401
VII	M							1	56	155	82	38	7								339
	F								98	160	44	18	3								323
VIII	M									79	147	79	29	3							337
	F								4	85	161	51	15	1	1						318
IX	M									2	128	204	76	17	3			1			431
	F										125	184	50	6							365
X	M										1	112	212	69	11	2					407
	F										2	158	199	35	2	2					398
XI	M											2	172	223	58	11	1			3	470
	F											1	54	85	24	5					169
XII	M												1	85	128	30	7	3	2		256
	F												1	86	91	30	1	1			210
P.G.	M														7	10			1		18
	F														3	1	1				5
Voc. Schs.	M											22	42	7	4						75
	F											5	14	4	3						26
Ungr-aded	M			1	4	6	9	11	10	11	18	13	9	2							94
	F				4	1	5	7	7	4	11	11	4	2		1					57
Totals	M	280	565	401	409	431	426	464	344	350	420	480	549	406	211	53	8	4	3	3	5807
	F	263	522	383	367	395	400	452	365	325	365	431	342	219	124	39	2	1	—	—	4995

Grand Total 10,802

AGE GROUPS

5 Years or over and under 7

Boys 966 Girls 905 Total 1,871

7 Years or over and under 16

Boys 3,873 Girls 3,442 Total 7,315

1957 CLASS STATISTICS

Enrollment Chart by Grades

October 1, 1957

Grade	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957
I	1,080	1,135	1,005	997	1,166	1,198	1,079	1,017	1,014	998
II	826	949	967	884	841	976	969	891	871	867
III	688	815	880	893	812	827	921	917	877	821
IV	793	696	815	821	842	779	751	878	896	838
V	750	759	696	790	799	801	747	701	852	858
VI	741	732	723	651	689	782	759	710	660	831
VII	705	724	699	657	640	677	749	707	693	662
VIII	649	695	654	654	611	584	626	679	667	655
IX	847	797	800	751	815	796	790	790	933	796
X	802	771	744	772	708	741	698	640	722	805
XI	833	760	690	725	689	595	666	567	477	639
XII	708	688	605	559	601	568	550	559	505	466
P. G.	55	45	14	17	15	21	14	8	29	23

Number of Pupils in the High and Vocational Schools

Grade	IX	X	XI	XII	P.G.	Total
High and Latin	503	566	446	317	14	1846
Rindge	293	239	193	147	9	883
Boys' Vocational	ungraded					75
Girls' Vocational	ungraded					26

NUMBER OF PUPILS IN THE GRAMMAR SCHOOLS

DECEMBER, 1957

Year	Boys	Girls	Total
Eighth	341	313	654
Seventh	336	323	659
Sixth	441	383	824
Fifth	412	438	850
Fourth	438	398	836
Total	1968	1855	3823

NUMBER OF PUPILS IN THE PRIMARY SCHOOLS

DECEMBER, 1957

Year	Boys	Girls	Total
Third	407	398	805
Second	470	392	862
First	514	473	987
Total	1391	1263	2654

NUMBER OF PUPILS IN THE KINDERGARTEN

DECEMBER, 1957

Boys	672
Girls	593
Total	1265

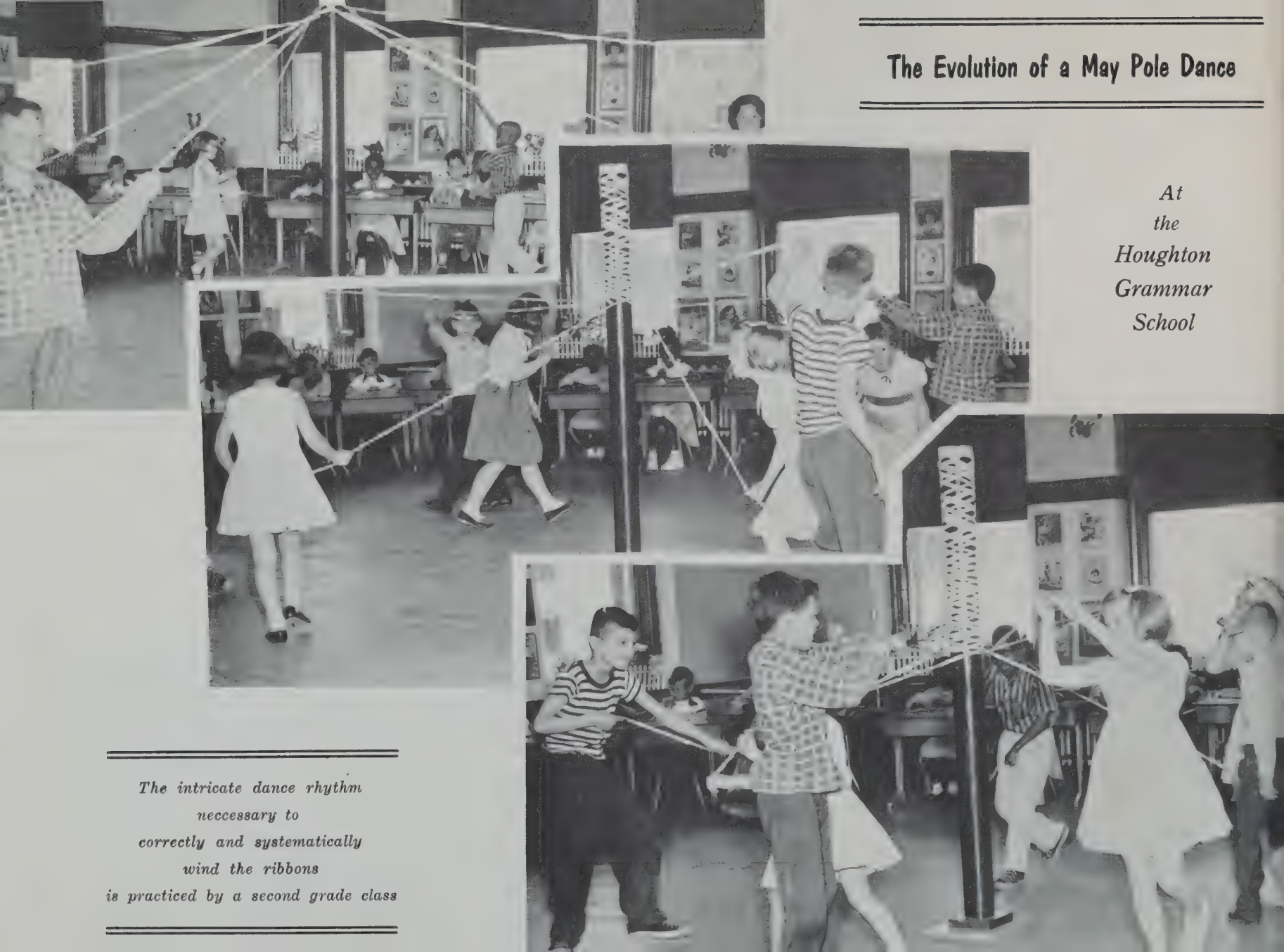
Statistics of Our Schools by Classes

1957

Scene from a Christmas Pageant at the Roberts School

The Evolution of a May Pole Dance

At the Houghton Grammar School



The intricate dance rhythm necessary to correctly and systematically wind the ribbons is practiced by a second grade class

Elementary Supervisors Meet in the M. E. Fitzgerald School.

Professional Personnel

STAFF COUNCIL ON PERSONNEL DEVELOPMENT
SCHOOL DEPARTMENT
1700 CAMBRIDGE STREET
CAMBRIDGE 38, MASSACHUSETTS

December 17, 1957

Mr. John M. Tobin
Superintendent of Schools
Cambridge 38, Massachusetts
Dear Mr. Tobin:

The Staff Council on Personnel Development respectfully submits to you its eleventh annual report.

An analysis of this data indicates that there has been a sustained interest in professional improvement on the part of the teaching personnel as indicated by the appended summary.

The Staff Council wishes to express its appreciation to the School Committee and to the Superintendent of Schools, Mr. John M. Tobin, for the interest they have manifested in the In-Service Training Program, and for the kindly spirit of cooperation that has prevailed.

Respectfully yours,

STAFF COUNCIL ON PERSONNEL DEVELOPMENT
Thomas J. O'Loughlin
Secretary

MEMBERS

Ruth F. Boland	Henry O. Delaney	John J. Sullivan
Edward A. Conley	Albert M. Sateriale	Anne J. Wetmore

PREPARATIONAL STATUS OF INSTRUCTIONAL STAFF

Diplomas and Degrees	Number of Teachers	Total Number of Credits Earned 1955 - June 1957
*No Diploma or Degree	29	24
One Year Diploma	0	0
Two Year Diploma	104	251
Three Year Diploma	23	14
Four Year Diploma	5	10
Bachelor Degree only	151	441
Two Bachelor Degrees	5	0
Bachelor and Master Degrees	188	295
Two Bachelor Degrees — One Master Degree	4	0
Bachelor and Two Master Degrees	9	14
Two Bachelor Degrees and Two Master Degrees	1	0
Bachelor, Master and Doctorate Degrees	6	64
Two Bachelor Degrees, Master and Doctorate Degrees	1	0
Bachelor, two Master Degrees and Doctorate Degree	1	0
	527	1,113

**This category includes teachers of vocational subjects whose preparational requirements are based on experience in their respective fields.*

DECEASED PERSONNEL

The following members of the Cambridge School Department have passed away during the year 1957.

MISS GERTRUDE L. FORD, High and Latin School, *Teacher*
February 23, 1957.

MISS MARY J. O'SHEA, High and Latin School, *Teacher*
February 6, 1957.

MR. CHARLES J. BRIDEY, High and Latin School, *Assistant Headmaster*
September 9, 1957.

MISS SARA S. COYNE, Russell School, *Master's Assistant*
November 13, 1957.

MR. WILLIAM B. O'CONNOR, *Woodworking Teacher,* Elementary Schools, December 26, 1957 — RETIRED, November 28, 1957.

MR. FRANCIS B. WHOULEY, *Shop Teacher,* Vocational School for Boys
August 10, 1957 — RETIRED, May 10, 1946.

INSERT — *Mayor Edward J. Sullivan Laying the Corner Stone.*

Dedication of the New $1,780,000 War Memorial — Veterans' Day 1957

PRESENTATION OF

FREEDOM SHRINE

TO

CAMBRIDGE SCHOOL DEPARTMENT

BY THE

EXCHANGE CLUB OF CAMBRIDGE

MASSACHUSETTS

DECEMBER 17, 1957

FREEDOM SHRINE DOCUMENTS

1. The Declaration of Independence (Engrossed Copy).
2. Bill of Rights.
3. The Declaration of Independence, Jefferson's "Rough Draft."
4. Benjamin Franklin Epitaph.
5. Patrick Henry's Instructions to George Rogers Clark.
6. John Paul Jones' Letter to Gouverneur Morris.
7. Washington's "Last" Official Letter.
8. Deposition of Deborah Gannet—Woman Soldier of the Revolution.
9. The Treaty of Paris, 1783.
10. Washington's Copy of the Constitution.
11. The Northwest Ordinance.
12. Washington's First Inaugural Address.
13. "The Star Spangled Banner."
14. Jackson's Letter Describing the Battle of New Orleans.
15. The Log of the U. S. Frigate Constitution.
16. The Monroe Doctrine.
17. The Gettysburg Address.
18. The Emancipation Proclamation.
19. The Thirteenth Amendment.
20. Lee's Letter Accepting the Presidency of Washington College.
21. Theodore Roosevelt's Letter on Cuba.
22. The Nineteenth Amendment.
23. Agreement for the Invasion of Western Europe.
24. Selection of General Eisenhower as Supreme Commander of "Overlord."
25. McAuliffe's Christmas Message.
26. The German Instrument of Surrender — World War II.
27. Instrument of Surrender in the Pacific — World War II.
28. The United Nations Charter.

PROGRAM

at

M. E. FITZGERALD SCHOOL

STAR SPANGLED BANNER

George Nelson, *Soloist*
Mrs. Karl Rohde, *Accompanist*

ADDRESS OF WELCOME

Richard W. Pheeney, *President*
Exchange Club of Cambridge

FREEDOM SHRINE PRESENTATION ADDRESS

His Honor Edward J. Sullivan
Mayor of Cambridge
Chairman, Functions Committee
Exchange Club of Cambridge

FREEDOM SHRINE ACCEPTANCE ADDRESS

John M. Tobin, *Superintendent*
Cambridge School Department

HONORED GUESTS REPRESENTING ALL STUDENTS

Bruno W. Macaro
President, Class of 1958
Cambridge High and Latin School

Joseph P. Magno
President, Class of 1958
Rindge Technical School

FREEDOM SHRINE COMMITTEE OF THE EXCHANGE CLUB OF CAMBRIDGE

Samuel D. Caplan, *Chairman*
Hon. Edward J. Sullivan
Capt. Edward F. Tierney
Richard W. Pheeney
Armand D. Tufenkjian

The Freedom Shrine will be permanently set up in the Rindge Technical School after it has been exhibited in each of our school buildings.

High School Dramatics

THE PRODUCTION of a dramatic presentation is not merely a matter of learning "lines" and "stage business". It is a matter of research, team-work and understanding. The Oral English Department of Cambridge High and Latin prepared and presented a production of Herman Wouk's Pulitzer Prize work "The Caine Mutiny Court Martial".

As Speech and Drama work is related to many fields, the cast studied the book from which the dramatization was made and spent long hours studying the manuals of United States Navy procedure. The meaning of insignias, rank, court room procedure and Naval law had to be learned by the cast and crew before production began.

This presentation of "The Caine Mutiny Court Martial" was awarded first place in the Massachusetts High School Drama Festival and represented the State in the New England High School Drama Festival where it again won first place. Awards were given to five members of the cast for "Excellence in Acting".

Cambridge High and Latin's production of "The Caine Mutiny Court Martial" was selected by the American Educational Theater Association to represent High School Drama at the National Convention in August. The honors bestowed upon this production shows the work and benefits given to the students participating in Speech and Drama.

From these students have come professional members of the acting profession: Orson Bean, Betty Ann Grove, Peggy Cass and Joseph Curtin — members of the television and writing profession: Frank Wayne of the Goodson-Todman Agency, George Monahan of WBZ-TV and Everett Hart, independent producer. Many of the students have gone into the religious world, many into the teaching field, and many into the political fields.

The Dramatic Productions presented have always been selected for their literary and educational value. The production of such works as "Disraeli", "The Taming of the Shrew", "Dr. Faustus", "Victoria Regina", "Pygmalion" and "The Last War" (a new script given its first High School Production in this country) has placed the Speech and Drama Department of Cambridge High and Latin School foremost in New England.

A Scene from "The Caine Mutiny Court Martial"

Good Government Day

Each public, parochial and independent elementary and secondary school in Cambridge was invited to send a delegate to GOOD GOVERNMENT DAY, MONDAY, MAY 6, 1957. The assignment of each representative is listed below.

MR. EDWARD MOTUZAS, *Mayor*
Rindge Technical School

MR. WILLIAM COLLINS, *Vice-Mayor*
St. John's High School

MISS NANCY RIDDICK, *City Councillor*
Cambridge High and Latin School

MR. GERALD CRAPULLI, *City Councillor*
Rindge Technical School

MR. GEORGE DARVERIS, *City Councillor*
Cambridge High and Latin School

MR. ROBERT HUDSON, *City Councillor*
Rindge Technical School

MISS STEPHANIE BIELINSKI, *City Councillor*
Fletcher School

MISS JOANNE WENTZELL, *City Councillor*
Vocational School for Girls

MR. JOHN CONNOLLY, *City Councillor*
Vocational School for Boys

MR. THOMAS GALLIGANI, *School Committee*
Immaculate Conception, North Cambridge

MISS MARY COFFEY, *School Committee*
St. Paul's School

MR. EDWARD J. VEILLEUX, *School Committee*
Agassiz School

Head Table "Good Government Day" — 1957

Student Delegates to "Good Government Day" at Luncheon in the M. E. Fitzgerald School

MR. JOSEPH BOURNE, *School Committee*
Houghton School

MR. DAVID HORN, *School Committee*
Longfellow School

MR. RONALD CALVANIO, *School Committee*
Webster School

MISS JOCELYN FLAMAND, *City Manager*
Cambridge High and Latin School

MR. RICHARD ESPENHAIN, *City Auditor*
Christian High School

MR. CHARLES LANGENFELD, *Chairman, Board of Assessors*
St. John's Grammar School

MR. GERARD PANZA, *City Clerk*
St. Mary's Grammar School

MISS CAMILLE BONACCI, *Director of Civil Defense*
Haggerty School

MR. WILLIAM SULLIVAN, *Chairman, Election Commission*
Kelley School

MISS NANCY GIARRATANA, *City Electrician*
Morse School

MR. JOHN P. D'ARCY, *Chief of Fire Department*
Peabody School

MR. ROGER K. GRIMM, *Health Commissioner*
Putnam School

MR. JOSEPH KELLEY, *City Engineer*
Matignon High School

MISS REMA STEPANAITIS, *Medical Director, City Hospital*
Immaculate Conception School, East Cambridge

MR. JOHN ZAGARELLA, *City Solicitor*
Roberts School

MR. DANIEL VAUDO, *City Librarian*
St. Francis of Assisi School

MISS PAULINE HAMEL, *License Commission Chairman*
Our Lady of Pity High School

MISS ANNA MARIE CATTOGIO, *City Planning Board*
Wellington School

MISS GAIL FITZMAURICE, *Chief of Police*
Russell School

MR. JAMES DeVELLIS, *Acting Commissioner of Public Works*
Sacred Heart Grammar School

MR. WILLIAM FLOWERS, *Purchasing Agent*
Abraham Lincoln School

MR. MARK TONDELL, *Commissioner of Recreation*
Cambridge Academy

MR. DONALD CHISM, *City Treasurer*
Blessed Sacrament School

MR. WILLIAM MAHONEY, *Superintendent of Water Department*
Sacred Heart High School, East Cambridge

MISS ANGELA M. REALE, *Executive Secretary, Retirement Board*
Thorndike School

MISS ELEANOR J. SULLIVAN, *Budget-Personnel Director*
St. Mary's High School

MR. JON FREEMAN, *Superintendent of Buildings*
M. E. Fitzgerald School

MR. JOHN B. WHEELER, *Clerk of Committees*
The Browne & Nichols School

MR. CHARLES BRADFORD, *Veterans' Benefits Agent*
Shady Hill School

MR. JAMES FITZGERALD, *Superintendent of Schools*
St. Peter's School

Another Group of Delegates at the Luncheon

Good Government Day

PRETTIEST POLICE CHIEF — Gail Fitzmaurice, 13, took over the Chief's chair at Cambridge Police Headquarters as students observed Good Government Day. Others, from left, are John J. Kelliher, Chief Clerk, and student officers Charles Bradford, Deputy Chief, and Paul Sullivan, Elections Committee Chairman.

The Honorable Edward J. Sullivan, Mayor, Signs Good Government Day Proclamation

Educational Program

Some of the criticism that has been visited in recent months on the quality of education in our country has, of course, been justified. Much more of it, however, has been so plainly uninformed that it would have been comical if it had not also verged on the slanderous. It seems to me that a plain statement of the facts is the first step to be taken to remedy a situation which from any viewpoint is unfortunate. Therefore, I requested Mr. Edward J. Danehy, Assistant Superintendent of Schools, who is in charge of Secondary Education, to have statements prepared outlining our high schools' offerings in Science and Mathematics. These statements follow, and they speak for themselves.

SCIENCE AT RINDGE

The Sputnik launchings and the consequent stir over the state of education in the United States has caused us to take a close look at the science education given the students at the Rindge Technical School.

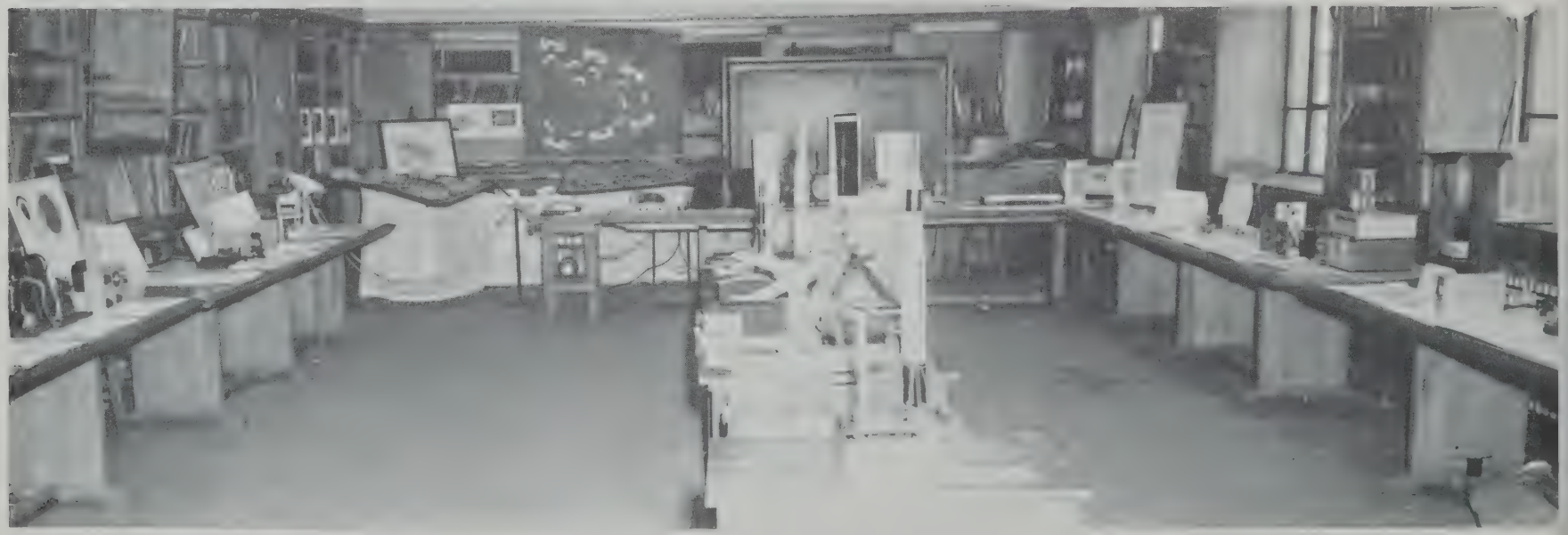
Basically the science courses fall into two categories, college preparatory and general. The fundamental differences between them are, a) depth of coverage; b) mathematical emphasis and c) concept emphasis, theoretical in the college preparatory course, application of theory in the other courses.

College preparatory students must take a one year course in elementary Chemistry. Those desiring it may take an additional course in the twelfth grade. A considerable portion of this course is at the college freshman level.

Each student also must take a three semester Physics course which begins with the second semester of grade eleven following the completion of a semester course in Metallurgy. Much of the Physics in the third semester is at the college freshman level.

During the present school year the tenth grade college preparatory classes have begun a study of basic Physical Science in a course designed around the activities of the International Geophysical Year. We are hopeful this course will not only make easier the adjustments that are often required of students beginning a study of the Physical Sciences but also that it will stimulate more of them to make careers for themselves in science and engineering.

The science classes in the eleventh and twelfth grades are set up on an "ability grouping" basis. This arrangement makes it possible



The Rindge Technical School Science Fair

for the abler students to progress rapidly and to a depth that is limited only by their desire and capacity for learning. The slower learners progress at a rate that is geared to their abilities. They are not handicapped, and thus discouraged, by finding it necessary to cover the work at a too rapid pace. On the other hand, the rapid learners do not suffer from lack of interest that would follow from a pace set for the class by the slower ones.

In terms of college entrance and success in college work what have the arrangements, outlined above done for the students? According to college entrance examination scores they have enabled a very large percentage of our candidates to exceed each year the national average in Physics and Chemistry. According to the students admitted to college, and these constitute a high percentage of our graduating classes, such arrangement has made it possible for them to undergo the transition from secondary school to college science courses with relative ease. Their grades bear out their words.

In our other courses Physics is a required subject and is spread over a two year period, grades ten and eleven. Chemistry is not required except in the Art, and Printing courses. Stress is laid upon application of physical principles together with the application of basic mathematics to problem solution.

Ability grouping is applied to these classes but to a lesser degree than is possible with the college preparatory sections due to the wider spread of abilities and interests of these boys. We wish that many more of our boys had a stronger interest in their work. There is so much that we could do for them by way of preparation for satisfying life work.

As it is, we know from many of our graduates, and especially from those serving in the Armed Forces that the fundamentals which they have learned are the means by which they are able to attend the many technical schools operated by the Services. Their one regret, unanimously expressed, is that they "should have studied harder and paid more attention."

None of the foregoing should be taken as an indication that the teachers in the Science Department are completely satisfied with the material taught or with the methods by which it is taught. We are constantly looking for more effective methods of presentation, while trying, at the same time to keep abreast of our ever-expanding material. To assist us, a variety of publications is circulated regularly throughout the department. This is also made available for student use. A sampling shows The Scientific American, The Journal of Chemical Education, The Science Teacher and numerous industrial publications.

Finally, one member of the department has been granted a fellowship by Harvard for the "Year-in Residence" program. This is to take effect in September. Four others have applied for fellowships at various colleges for the summer program sponsored by the National Science Foundation.

This is indicative of the spirit of the department. If we can infect the majority of our boys with some of this spirit — many, but by no means all, possess it to some degree now — the community need have no fear concerning the science education of our students.

Raymond F. Scott,
Headmaster's Assistant, Science

MATHEMATICS AT THE RINDGE TECHNICAL SCHOOL

For too many years we, as a nation, have been running short of scientists, engineers and technicians. These are not the only shortages in technical manpower we have been experiencing, but they are among the very important shortages for which we must find a remedy.

Our expanding economy, our exploding population and our tremendous dependence upon the many aspects of technology make it imperative that considerably larger numbers of our high school youth be thoroughly prepared in basic mathematics and basic science as a foundation upon which to build careers in the technical fields.

In virtually every activity concerned with modern living, the young men of today will have to be trained to "figure" and to "calculate" in an effective manner if we expect them to achieve economic security in the technical and scientific age which lies ahead.

A sound program of instruction in high school mathematics has been long established at the Rindge Technical School in both the technical curricula and the college-preparatory curricula. We continue to feel that intensive training in mathematics is so important and so necessary as a preparation for technical occupations, that we require its study as a core subject in each of the four years.

All of us are aware that the pupils graduating from the eight grades of the grammar schools vary considerably in aptitudes, abilities and accomplishments in the different subject areas and that these facts must be taken into consideration in planning their high school programs.

At the Rindge Technical School the entering (9th grade) pupils are grouped in sections according to their abilities and accomplishments as indicated by their grammar school cumulative records and test scores. The pupils are regrouped each year in the light of their accomplishments during the previous school year. Thus, the "accomplishment" grouping permits the pupils to proceed at a rate consonant with their abilities and allows the teacher latitude in enriching and intensifying the areas of instruction according to the abilities of the group.

Most of the pupils entering Rindge from the grammar schools show a solid grasp of the essentials of arithmetic and proceed with the normal program in mathematics for four years.

The Normal Program

The mathematics of the ninth grade is elementary algebra introduced through a one week review of the fundamental processes of arithmetic. It emphasizes relations to arithmetic and applications to geometry.

In the tenth grade, plane geometry is studied four days per week with algebra review on the fifth day. The plane geometry is correlated with the geometrical construction of the mechanical drawing course taken concurrently.

In the eleventh grade, intermediate algebra through quadratic equations, the trigonometry of the right triangle and logarithms are studied.

In the twelfth grade, trigonometry and solid geometry are the central subjects for the first three quarters of the year. In the fourth quarter, the upper college-preparatory groups study analytic geometry and calculus; the other groups, the slide rule and mensuration including surveying and practical applications of trigonometry.

Those pupils entering Rindge from the grammar schools who show weakness in the fundamental processes of arithmetic are given a refresher course in arithmetic covering the work of the sixth, seventh and eighth grades before they undertake elementary algebra the following year. The absence of such a refresher course in arithmetic fore-dooms most of these pupils to failure in their first high school experience in mathematics. Such failure would tend to create a strong dislike for all things mathematical and thus block progress in the kind of occupational training they had selected.

This sequence of mathematics throughout the four high school years for our pupils is essential to their success, not only in further post-high school technical education, but in occupational life as well. Those in the college-preparatory curricula planning to continue their education in scientific and engineering colleges will need the best and the most intensive mathematical preparation available. Those entering the technical occupations immediately after high school will soon realize that they will have to continue their education along technical lines in the evening if they are to advance and be really successful in their chosen fields of endeavor. They will soon enroll in one of the several evening technical institutes of Metropolitan Boston where the mathematics they have studied in high school will serve as the cornerstone upon which the future program of instruction is to be built.

Francis T. McCabe,
Headmaster

MATHEMATICS AT CHLS

Because of the recent rapid strides of the Russians in the engineering and scientific fields, as evidenced by their success with missiles, rockets, projectiles, satellites, etc., the American public has suddenly become aware of the importance of mathematics and of the specific need for trained engineers, scientists and technicians in this atomic era. Simultaneously the high schools of our nation are surveying and reviewing their college preparatory curriculum in mathematics, looking toward its possible revision in terms of the specific needs of the sciences and professions, but at the same time they continue to prepare their students for the CEEB examination in this field. Since the number of candidates for admission to college has increased greatly, and because the colleges have not expanded to meet this demand, (in a recent year there were 2200 applicants for 285 places at Williams and 3000 applicants for 650 places at Tufts), getting into college has never been so competitive. There is simply not enough college education of the desired quality to go around and hence the standards of admission have shot upward. It therefor becomes my responsibility to see that the mathematical instruction at CHLS meets these new standards.

Throughout the history of general education, mathematics has been included as one of its major components, and today its relevancy in modern education is unanimously recognized. Unfortunately, too few of our students have the special ability to absorb mathematical instruction beyond a limited level. In the elementary school he goes through the basic operations of arithmetic, and upon completion, should have acquired a reasonable competence in arithmetic and some appreciation of the number system and of the place of mathematics in every day living. By this time too he should have learned many of the simple facts of plane geometry either by drawings, observation, or intuitive reasoning. This is probably, however, the last stage in mathematical instruction (except for commercial arithmetic) for many youngsters who enter high school, as their understanding of mathematical concepts tapers off so rapidly that they cannot derive genuine profit from substantial instruction in algebra or demonstrative geometry. The teaching of those subjects has been made more difficult because many parents feel that their children must elect them since they are integral parts of college preparatory instruction, even though their previous grades in arithmetic have indicated that they possess a low mathematical aptitude. To instruct them in the same divisions with those who possess the requisite mathematical abilities does not necessarily stimulate their interest in mathematics, but it is done at considerable detriment to those more astute. Here at CHLS we do not soften the instruction or lessen the requirements in either of these subjects for the mathematically inept since such a contribution to the pupils' education is of a doubtful value and

hence serves no useful purpose. On the other hand, many of the students who can cope with the abstract thinking of mathematics do not pursue the subject as far as they might. They either do not like mathematics; they are afraid of it; they see no point to it; they plan to take their achievement test in a subject that they believe easier so as to get the necessary higher grades; in any case it appears to be the least popular course in the curriculum. For these reasons, and because too, most colleges require only two years of mathematics of their candidates for admission, very few students complete high school with four years of mathematics.

"Problems in Mathematical Education", a booklet resulting from a year-long study by the Educational Testing Service of Princeton, N.J., made possible by a grant from the Carnegie Corp. of N. Y., has been publicized by our newspapers from coast to coast. As a result of this critical report, the tax-payers and our school boards have become apprehensive and alarmed, while the educator either tries to defend his position by shifting the blame upon those teachers or schools entrusted with the earlier education of our children, or he agrees that wholesale changes in curriculum and instruction must be made. This survey purports to have made a first hand study of 24 classrooms in five states at the secondary level, and as a result its findings include the following specific indictments:

1. the teaching of mathematics is in a deplorable state.
2. a large number of teachers not only did not know how to teach the subject effectively, but also were barely able to keep ahead of their students.
3. mathematics is one of the poorest taught subjects on the secondary level.
4. the students voted mathematics as their "most hated course".
5. the college preparatory curriculum, changing very little during the past century, "still consists of algebra in grade 9, geometry in grade 10, more algebra in grade 11, and trigonometry, solid geometry and some advanced algebra in grade 12. The curriculum looks remarkably like the 1890 model".

Because of this report, a committee composed of Messrs. Burke and Wadden of Rindge, and of Miss Ayers and myself at CHLS was appointed by Mr. Danehy, the Assistant Superintendent of Schools at the suggestion of Mr. John M. Tobin, Superintendent of Schools, to meet and discuss with him as chairman, the mathematical curricula and instruction in these two high schools, and to determine the extent to which its reprobations apply to the two public high schools of Cambridge. At our first meeting held at CHLS on Dec. 18th, the status of mathematics

Committee Revising Our Elementary Arithmetic Program

at this school was scrutinized. We found that our curriculum looks remarkably like the 1890 model to this extent only: we still teach algebra in the freshman year, geometry in the sophomore year, more algebra in the junior year, and trigonometry, solid geometry and advanced algebra in the senior year. However, we found that becouse of the revisions that I have made from time to time,

a. the content of each of these courses as well as the manner in which they are organized and presented has changed considerably;

b. there is enough flexibility in our program to serve the bright, the not-so-bright, and the slow equally well;

c. we have grouped students according to their ability as indicated by their previous records.

In our first year there are two courses in elementary algebra: one for the student of reasonable mathematical endowment; and, the other for those with mathematical acumen. In each of these courses we hope that the students may appreciate that this subject is the means of simplifying and shortening the numerical computations in the solution of a wide range of real problems, and at the same time may acquire an adequate foundation for allied courses. In our second year we offer two courses in plane geometry; one more difficult than the other, with the enrollment in each dependent upon the accomplishment of the student in elementary algebra. In these courses in demonstrative geometry not only do they get geometrical conclusions through proofs, but they also get practice in deriving and appraising logical arguments and pursuing them to a conclusion.

Although most colleges require no more than these two years of mathematics of their candidates for admission, and although the aptitude test which they must take for admission for all colleges is based upon this preparation, I still recommend that these students take a second course in algebra in their junior year for three reasons:

a. to avoid a gap of two years between the last instruction in mathematics, and the aptitude test and admission to college, an interval during which much of the mathematics taught during the first two years has been forgotten;

b. to insure these students a full freedom of choice of subjects in college that are necessary for the pursuit of training in the scientific and engineering fields;

c. to prepare them for the CEEB achievement test in mathematics.

Now for those students who by the end of their third year have decided upon a future in mathematics or the sciences, further training in this field is required. For a great many years conventional courses in trigonometry and solid geometry were offered in the senior year to this group because the CEEB achievement test in advanced mathematics was based upon these two subjects. I revised this course in September, 1955, and extended it to eight periods per week in which we offer instruction in solid geometry, trigonometry, advanced algebra, analytical geometry, and an introduction to the calculus. In this course we make repeated references to plane geometry so as to prepare not only for the achievement test in mathematics but for the aptitude test as well. This course abandons the traditional method of teaching these subjects separately and should make it possible for the student who passes this course to attack directly and with confidence his first mathematical course in college.

The CEEB scoring scale ranges from 200 to 800. Here at CHLS in 1952, seven of nine seniors who took the CEEB achievement test in advanced mathematics received grades of 600 or better; in 1953 twelve of fourteen students who took this examination obtained grades beyond 600 with seven of these grades well above 700 (six of this group won MIT scholarships); in 1954 eleven out of eleven received grades above 600 of which five were above 700; in 1955 we had 14 of 16 with grades above 600. All of this was accomplished with only five periods of mathematics per week. Is it not reasonable to assume that with the extra three periods per week devoted to mathematics that we at CHLS have gone far beyond the requirements as reflected in the CEEB examinations? To allay the fears of apprehensive parents I am pointing out that these favorable results in the CEEB advanced achievement tests in mathematics indicate that our students who successfully complete four years of mathematics at CHLS compare most favorably with those of other schools. Our yearly average grade in this examination has repeatedly exceeded the national average. With our revised four-year course one of our students received a grade of 791 in 1956, and another received the maximum grade of 800 in 1957.

The CHLS cards which are maintained on file by the MIT Admissions Office show that for the period from 1933 through 1957, 99 of our students were candidates for admission to this school, and that 94 of these were accepted. Most of these successful candidates were awarded full scholarships. In the Cambridge Chronicle issue of Feb. 20, 1958 it is reported that out of 29 scholarships awarded to Cambridge undergraduates at Harvard this year, 13 were received by graduates of high schools in Cambridge, with 11 of these awarded to graduates of CHLS.

At the present time the CEEB is trying to develop the "Advanced Placement Program" which seeks to evolve a secondary school mathematics course for gifted students which would enable them to undertake sophomore work upon entering college. Among some of the obstacles to the success of such a movement are:

a. sophomore courses vary greatly in different colleges;

b. if a school has only two or three gifted students in mathematics, it can hardly afford the special instruction. In each of the last two years for example, I had only one student take senior mathematics before entering Harvard;

c. the Princeton survey reports: "62% of the colleges protest that they are often forced to teach high school algebra to their freshmen" and also "an engineering school reports that 72% of its students entering in 1955 were found so mathematically inadequate that they had to take a review of high school mathematics before they could qualify for the regular freshman course."

For these reasons I would suggest that the colleges admit gifted students at the end of their junior year, as in this way they not only can take care of one or two students from several schools, but in addition to this each college can expose these students to its own conception of the ideal college freshman course in mathematics and to the instruction of a professor who has made a career of teaching college mathematics.

Albert M. Sateriale
Headmaster's Assistant, Mathematics

SCIENCE AT CHLS

Four basic science courses are offered at CHLS: General Science; Biology; Chemistry; and, Physics. The opportunity to take one or another of these courses is offered every pupil enrolled in the school regardless of the curriculum sequence elected.

General Science is required for all freshmen in the Home Economics and General courses and may be elected by Freshmen or Sophomores enrolled in the Business curriculum. This survey course meets five periods a week and touches upon Chemistry, Physics, Biology, Astronomy, Geology, Meteorology. Its discussions, films, assignments and teacher demonstrations are designed to introduce the pupil to scientific method and to stimulate interest in, and so encourage further study of, science.

Since October 1957 a General Science course has been offered a Freshman College Preparatory Honor Group during a recess period which, ordinarily, would be a study period. The interest and enthusiasm of these 65 students are being maintained at an extremely high level considering that attendance is voluntary, no home lessons are assigned, and no examination or credits are given for the course. In addition, there is a Science Club, an extra-curricular activity, which engages the interests and scientific efforts of approximately 50 pupils.

Biology is an elective available five periods a week to Sophomores,

Committee Revising Our Elementary Science Program

Juniors and Seniors in the Business and General courses and three periods a week to Juniors in the College Preparatory course. The usual Biology syllabus is followed. Many more than the usual number of teacher demonstrations are scheduled and students are also required to perform experiments related to plant growth and also to dissect some specimens.

Chemistry, too, is an elective. It is available to Juniors and Seniors in the College course, to Juniors in the Business course, to Juniors and Seniors in the General course, and to Home Economics Juniors. The usual college preparatory syllabus is followed in the college sections. Chemistry II, which is available to Seniors in the College course, meets seven periods a week. Thus, more time is available for individual pupil experiments. A group of chemistry pupils meets voluntarily during a recess period to undertake a series of experiments devised by the Manufacturing Chemists Association, Washington, D.C., in cooperation with members of the New England Association of Chemistry Teachers.

Physics is taught only to Seniors. There are two divisions: Physics I and Physics II. Both are college divisions with Physics II meeting seven periods a week. The latter, particularly, is beamed primarily toward the College Entrance examination. Our Physics course is closely articulated with our Mathematics program.

In conclusion, I want to point out that though our facilities are old they are quite adequate. We are well equipped with textbooks and supplies. The elementary school science program is demonstrating its effectiveness in that our students are now better prepared for their high school science work. The effectiveness of this latter program is tested in some measure by the results of the CEEB Achievement test. Those results have been good. This is a testimony to the knowledgeable and unselfish work of the ten members of the CHLS Science Department.

Joseph G. McKenna,
Headmaster's Assistant, Science

Committee on the Education of the Gifted Child

Seventh Grade Project

Fletcher Grammar School

An Experiment in Nutrition

Weighing in the Rats
A Daily Duty
to Demonstrate the Effect
of Diet on Weight
The Rat at Left Was Fed
an Unbalanced Diet of Carbohydrates.
The One on the Right
Was Fed a Balanced Diet.

SCHOOL and COMMERCE DAY

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of

CAMBRIDGE

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THE CAMBRIDGE

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in co-operation with

THE SCHOOL DEPARTMENT

■

A VOCATIONAL PROGRAM

for the

HIGH SCHOOL YOUTH

of

CAMBRIDGE

THURSDAY, APRIL ELEVEN, NINETEEN HUNDRED and FIFTY-SEVEN

. . . *PROGRAM* . . .

LESLIE L. CLEVELAND AUDITORIUM

CAMBRIDGE HIGH and LATIN SCHOOL

CHAIRMAN

ARTHUR G. MacKENZIE, *President of the Cambridge Chamber of Commerce*

SPEAKERS

HON. EDWARD J. SULLIVAN, *Mayor of Cambridge*

JOHN M. TOBIN, *Superintendent of Schools*

GEORGE DARVERIS, *President of the Senior Class, Cambridge High and Latin School*

ROBERT M. GENEWICZ, *President of the Senior Class, Rindge Technical School*

GUESTS

JOHN J. CURRY, *City Manager of Cambridge*

EDWARD J. DANEHY, *Assistant Superintendent of Schools*

SAMUEL D. CAPLAN, *President of the Exchange Club of Cambridge*

RICHARD K. de l' ETOILE, *President of the Rotary Club of Cambridge*

ALBERT J. HAMILTON, *President of the Lions Club of Cambridge*

HARRY SIDELL, *President of the Kiwanis Club of Cambridge*

FRANCIS T. McCABE, *Headmaster, Rindge Technical School*

JOHN J. SHEEHAN, *Headmaster, Cambridge High and Latin School*

RUTH F. BOLAND, *Director of the Bureau of Pupil Services*

The PRESIDENT of the CHAMBER OF COMMERCE

"Employment opportunities in production, manufacturing, research, commerce, and the professions all are or should be of interest to our junior citizens and this program which seeks to make them more familiar with their character and operation should do much to give our young folks the factual information they should have."

Arthur G. MacKenzie

The MAYOR of CAMBRIDGE

"As Mayor of the City of Cambridge I salute our school people and our businessmen who have, in a spirit of good will, made School and Commerce Day a rewarding experience for the students and teachers of our high schools.

"It is my considered opinion that this program is of inestimable value in preparing our junior citizens for entrance into our complex industrial community with its multiplicity of jobs."

Hon. Edward J. Sullivan

The CITY MANAGER

"Our young people have to acquire, in addition to a minimal literacy, expertness in certain fields, mechanical skills for example, business experiences, and vocational knowledge of a definite kind.

"Possibly the greatest contribution that School and Commerce Day makes is the better understanding and the closer relationships that it promotes between Industry and Education."

John J. Curry

The SUPERINTENDENT of SCHOOLS

"The mutual interest of school and industry in our junior citizens is well reflected in this undertaking. The spirit of co-operation so apparent here augurs well not only for the future of our students but also for the continuing growth of our community. I congratulate all who have made this meeting possible."

John M. Tobin

The PRESIDENT of the EXCHANGE CLUB

"Cambridge industry and business ultimately employ large numbers of young people so that School and Commerce Day rightly may be regarded as a profitable undertaking from the standpoint of both Industry and Education because of the practicai occupational knowledge that it provides."

Samuel D. Caplan

The PRESIDENT of the KIWANIS CLUB

"Industry is a natural co-partner in the education of tomorrow's full-time adult workers. In actively co-operating in this program this Club is accepting its share of the responsibility for preparing young people for jobs in the community consistent with their desires, aptitudes and abilities."

Harry Sidell

The PRESIDENT of the LIONS CLUB

"Education is everybody's business. Educators and industrialists working together as they are in this program of continuing education can help to adjust our boys and girls to job situations with a minimum of friction and costly job turnover."

Albert J. Hamilton

The PRESIDENT of the ROTARY CLUB

"More visibly and effectively, each year, industry is becoming both the willing and the welcome ally of education. School and Commerce Day which has as its major purpose the strengthening of this mutually-advantageous association has my whole-hearted support."

Richard K. de l'Etoile

PARTICIPATING CONCERNS

Adley Express Company, Inc.
Ambassador Hotel
B. B. Chemical Company
Barbour Stockwell Company
The Blanchard Machine Company
Brigham's, Inc.
Brown-Wales Company
Godfrey L. Cabot, Inc.
Cambridge Chronicle-Sun
Cambridge City Hospital
Cambridge Electric Light Company
Cambridge Trust Company
Cambridgeport Savings Bank
The Carter's Ink Company
The Cuneo Press of New England, Inc.
Andrew Curcio Advertising Company
Dewey & Almy Chemical Company
The Eddy-Rucker-Nickels Company
General Radio Company
Harvard Trust Company
Harvard University
Hotel Commander
Hotel Continental
Houghton-Mifflin Company — The Riverside Press
Lever Brothers Company
Arthur D. Little, Inc.
Massachusetts Institute of Technology
New England Confectionery Company
Porter Chevrolet Company
Sears, Roebuck & Company
Simplex Wire & Cable Company
James O. Welch Company
A. O. Wilson Structural Company

GENERAL COMMITTEE

Arthur G. MacKenzie, *Chairman*

Harry R. Andrews
Ruth F. Boland
Samuel D. Caplan
Henry O. Delaney
Richard K. de l'Etoile
Albert J. Hamilton
Charles E. Keniston
Edmond J. Murphy
Harry Sidell
Frank H. Townsend

School and Commerce Day Group awaits buses to take them to their destinations

IN CLOSING I wish to express to all members of our professional and non-professional staffs my sincere appreciation and gratitude for the very high calibre of their work in their respective spheres. I would indeed be ungrateful if I failed to make special mention at this time of the very real contribution made by Mr. Walter H. Gomes, Linotype teacher at the Rindge Technical School, to the preparation of my Annual Report. It is he who has been charged for some years with responsibility for the typographical design to these Reports. Mr. Gomes is retiring. His deft and talented hand will be missed. To him and to those who are retiring with him I say "Thank you and Ad Multos Annos."

I desire, too, to express my sincere appreciation to His Honor, the Mayor, and to the members of the School Committee for their counsel and advice in all matters concerning the general welfare and success of the Cambridge Public Schools.

John M. Tobin

Superintendent of Schools.

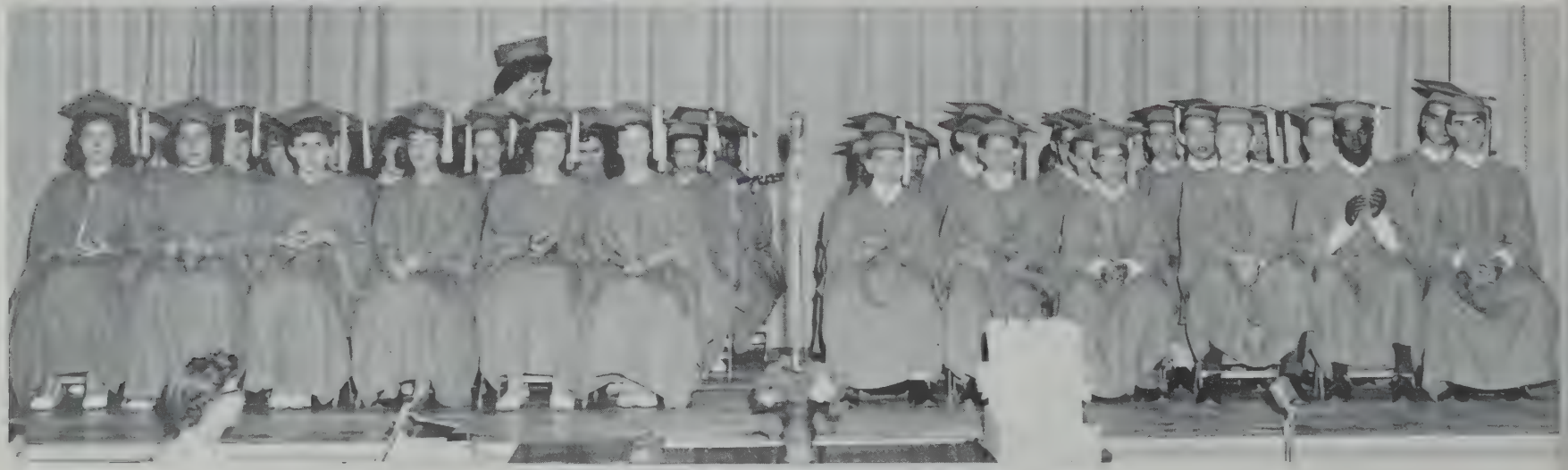
Professional Library for Use of the Professional Staff.

"Our Hands we Fold — Our Heads we Bow — It's Time to say — Our 'Thank You' Now"

Grace Before Meals.

Final Class to Graduate from the Old Morse School also the First Group to Receive Diplomas in the New Building.

Two Historic Graduations



First Graduating Class from the New M. E. Fitzgerald School.

The Kiwanis Club Awards School Traffic Captains with Citations and a Luncheon.

State Primary Supervisors at Dinner in the M. E. Fitzgerald School.

An Elementary School Fashion Show

Children's Book Week Assembly Program

The Last Class to Graduate from the Old Morse School

The OLD Morse

1891 — 1957

This school-house is in Ward Four, at the corner of Brookline and Allston Streets. It is a brick building with freestone trimmings, 110 feet long and 92 feet wide; but in the central part of one side there is a recess of 15 feet by 40 feet. The building is three stories high and contains fourteen school rooms. Twelve of these are 32 feet square, and the other two are 32 feet by 35 feet. It has a hall 64 feet by 40 feet, a principal's room and a reading room, each 16 feet by 12 feet; a toilet room for teachers and also one for girls, and the usual conveniences of cloak-rooms, store-rooms, and closets found in modern school-houses. The plans were drawn by architect George F. Fogerty of Cambridge, and the contractors were Messrs. Donahue Brothers of Medford. The Smead system, including the dry-closet arrangement, is used in heating and ventilation. The cost of the land, building and furniture was: land (about 25,000 square feet) $6,000; building, $75,287; furniture, $3,256, — a total cost of $84,543.

The Superintendent of Public Buildings in his annual report speaks of this school-house as follows: "This structure is one of the largest in our city, convenient in all its appointments, beautiful in design, imposing in appearance, and therefore invites the inspection of all interested in the work of our schools."

The building was completed early in September, but owing to delay in the delivery of the furniture it was not occupied until the 22nd of the month. The formal dedication of the building occurred on Wednesday, the 18th of November. Mrs. Alice Freeman Palmer gave the principal address.

The school is named for the Hon. Asa P. Morse, who for more than sixteen years was a member of the School Committee. To him the school is indebted for a flag and staff, and for the beautiful pictures that hang upon the walls of the rooms; and more recently for the gift of a grand piano.

The school differs from the other schools in having all the primary grades, as well as all the grammar grades, and in being the only grammar school containing all the grammar grades under the charge of a lady principal.

Dedication Exercises

Wednesday, November 18, 1891

ORDER OF EXERCISES.

1. Mr. Charles F. Wyman will introduce the presiding officer, His Honor Mayor Alger.
2. INVOCATION
   By Rev. James McWhinnie, D.D.
3. SINGING, *America*
   By Pupils of the School.
4. TRANSFER OF THE BUILDING TO THE SCHOOL COMMITTEE,
   With remarks by
   Councilman Cheney, Hon. A. P. Morse, and the Principal of the School, Miss Mary A. Townsend.
5. SINGING, *Flag of the Free*
   By Pupils of the School.
6. ADDRESS,
   By Mrs. Alice Freeman Palmer.
7. SONG, *Vive l' America*
   Miss Elizabeth J. Baldwin.
8. REMARKS,
   By Francis Cogswell, John D. Billings, Edwin B. Hale.
9. CLOSING HYMN.

Principal
Miss
Mary
A.
Townsend

HYMN

Written for the occasion by the Principal of the School.

(Tune "Mornington.")

O Thou who art the Source
  Of all our earthly power!
We feel that Thou art in our midst,
  To consecrate this hour.
Plant Thou its influence deep
  Within our souls, we ask;
So shall we find, from day to day,
  New strength for every task.
Each task an onward step,
  With kindly hands to guide;
This house a home, where evermore
  Peace and good-will abide.
And may we all revere
  That flag which floats above;
Our tricolor of Purity,
  Fidelity, and Love.
Dwell these within our hearts,
  Shedding their light abroad,
That we may honor in our lives
  Our Country and our God.

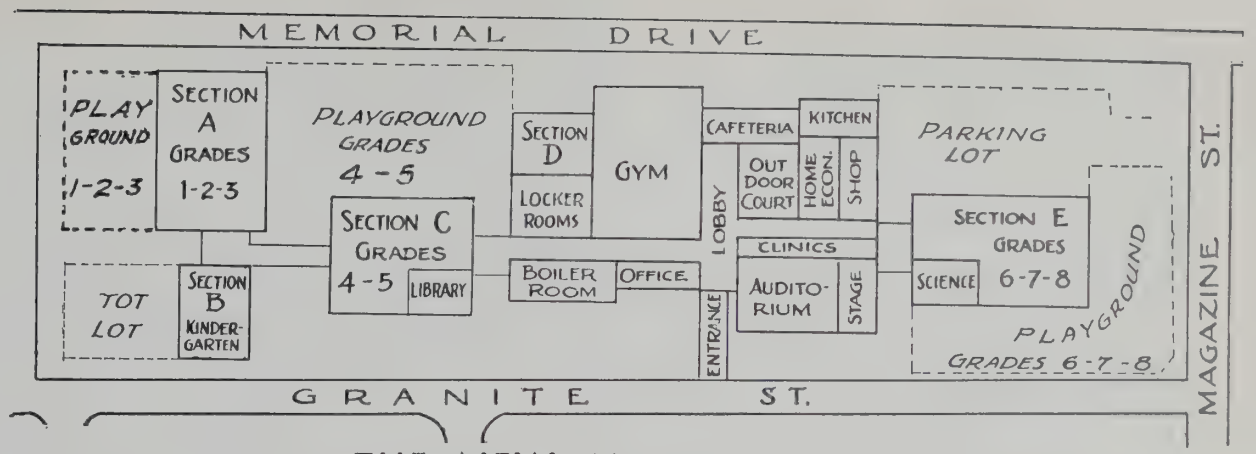
The NEW Morse

Mr. David E. Hockman, Master

The Latest Addition to the Elementary School System of Cambridge, Massachusetts

Morse Grammar School

To accommodate approximately 550 elementary school pupils from Grades Kindergarten through 8 in a new school located on approximately six acres between Granite Street and Memorial Drive. The program called for inclusion of special classrooms and large public spaces which would double as community facilities.



THE NEW MORSE SCHOOL

Dedication of the New Morse Building

Sunday, June 9, 1957

PRESIDING
His Honor, MAYOR EDWARD J. SULLIVAN

POSTING OF THE COLORS
PUPILS OF MORSE SCHOOL

INVOCATION
Reverend GEORGE F. WISEMAN, P.P.
Blessed Sacrament Church, Cambridge

ADDRESS
City Manager, JOHN J. CURRY

SELECTIONS
EIGHTH GRADE PUPILS OF MORSE SCHOOL

PRESENTATION OF THE KEYS

REMARKS
JOHN M. TOBIN
Superintendent of Schools

BENEDICTION
Reverend MELVILLE M. NYMAN, *Pastor*
Pilgrim Congregational Church, Cambridge

STAR SPANGLED BANNER
AUDIENCE

INSPECTION OF THE SCHOOL
BY THE GENERAL PUBLIC

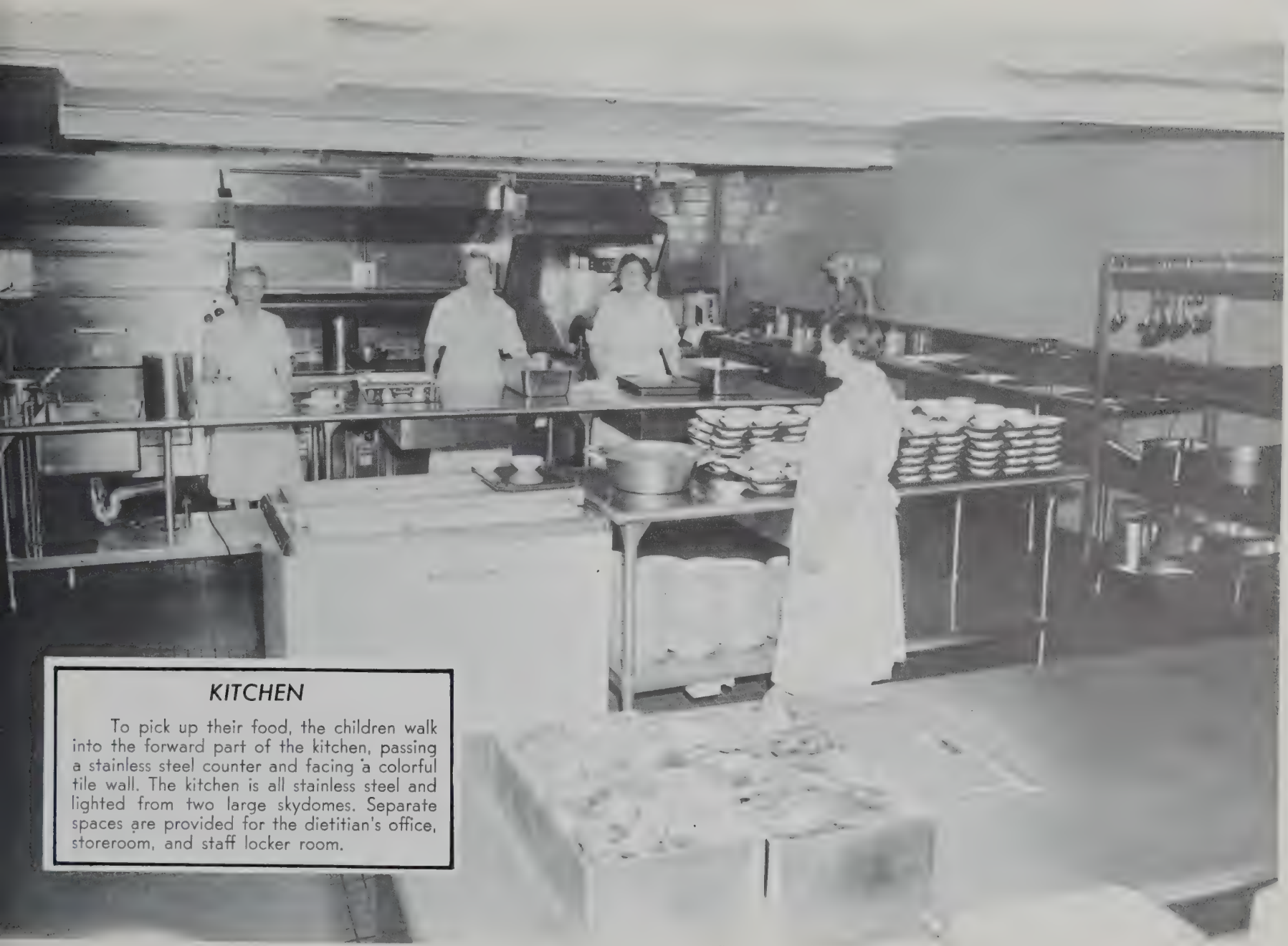
GENERAL CONCEPT

To make the child want to come to school and provide an environment designed to his size and needs, in which learning can be a happy experience. This concept naturally resulted in four separate classroom wings devoted to the special and different needs of kindergarten, lower, middle, and upper school children. These wings are connected to a central building containing both school and community facilities. Each age group is given its own outdoor play area. The southeast section of the land was saved for group athletics, including Little League baseball. The buildings were kept low to be in scale with the children using them. Bright, durable colors were employed to add cheerfulness, both inside and out, but only where they would not distract from the learning process.

The Outer Office and the Door to the Master's Private Office

CAFETERIA

The cafeteria has two glass walls, one facing the court; the other, across Memorial Drive to the Charles River. A folding partition divides this space into two smaller conference rooms for after school use. Ventilated closets at one end provide storage space for community activity groups such as the Scouts. A small kitchenette and storage cubicle is located here for the use of various adult groups.



KITCHEN

To pick up their food, the children walk into the forward part of the kitchen, passing a stainless steel counter and facing a colorful tile wall. The kitchen is all stainless steel and lighted from two large skydomes. Separate spaces are provided for the dietitian's office, storeroom, and staff locker room.

COMMUNITY CENTER

This building contains the main entrance to the school, clearly defined by a wide covered walk extending to Granite Street is known as the Community Center. To the left as one enters are the administration offices, ahead is a large lobby, and to the right the auditorium. Walking further in the lobby, one sees the health suite to the right and the corridor which leads to the music practice rooms and classrooms for homemaking and shop. Diagonally to the right is the courtyard paved with Iron Spot Tile and filled with shrubs and trees. To the left is the corridor leading to the public toilets, teachers' room, custodian and boiler section, and locker rooms. Ahead and to the left is the main entrance to the gymnasium. Straight ahead is the cafeteria. It is therefore possible for the public to reach all the community facilities easily from the main lobby.

The beautiful Courtyard which may be seen from the Foyer, Cafeteria and the Home Economics Room.

AUDITORIUM

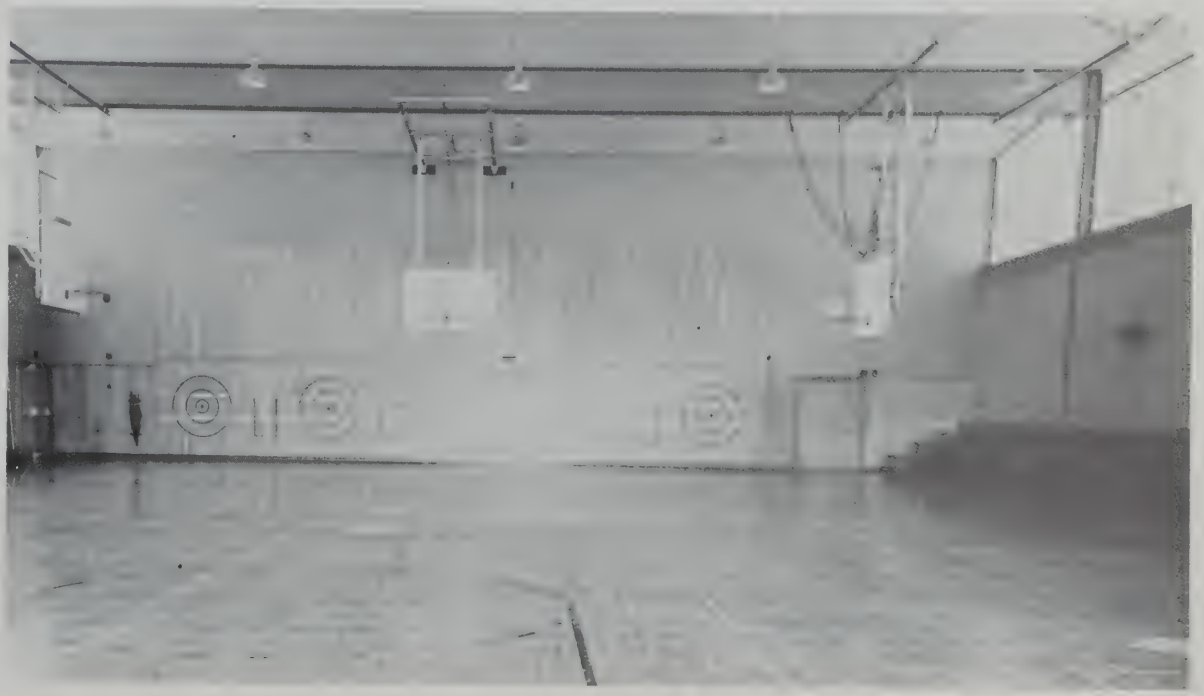
The auditorium contains permanent seating for 304 and temporary seating in front for 54. The temporary seating can be removed to accommodate an orchestra on the flat section of the floor. The acoustics were carefully worked out by means of the sloping hard plaster ceiling and the absorptive material concealed in the rear steel mesh wall. The side walls are made of painted fluted steel deck containing perforated acoustical board in the top third, and oak vertical battens underneath. A full width flight of steps leads to the stage, and a section of the stage apron extends to hold a piano in front of the curtain. An electrically operated projector screen lets down at the proscenium opening for visual aid training. The small storeroom at the rear doubles as the visual aid storage center and a projection booth.

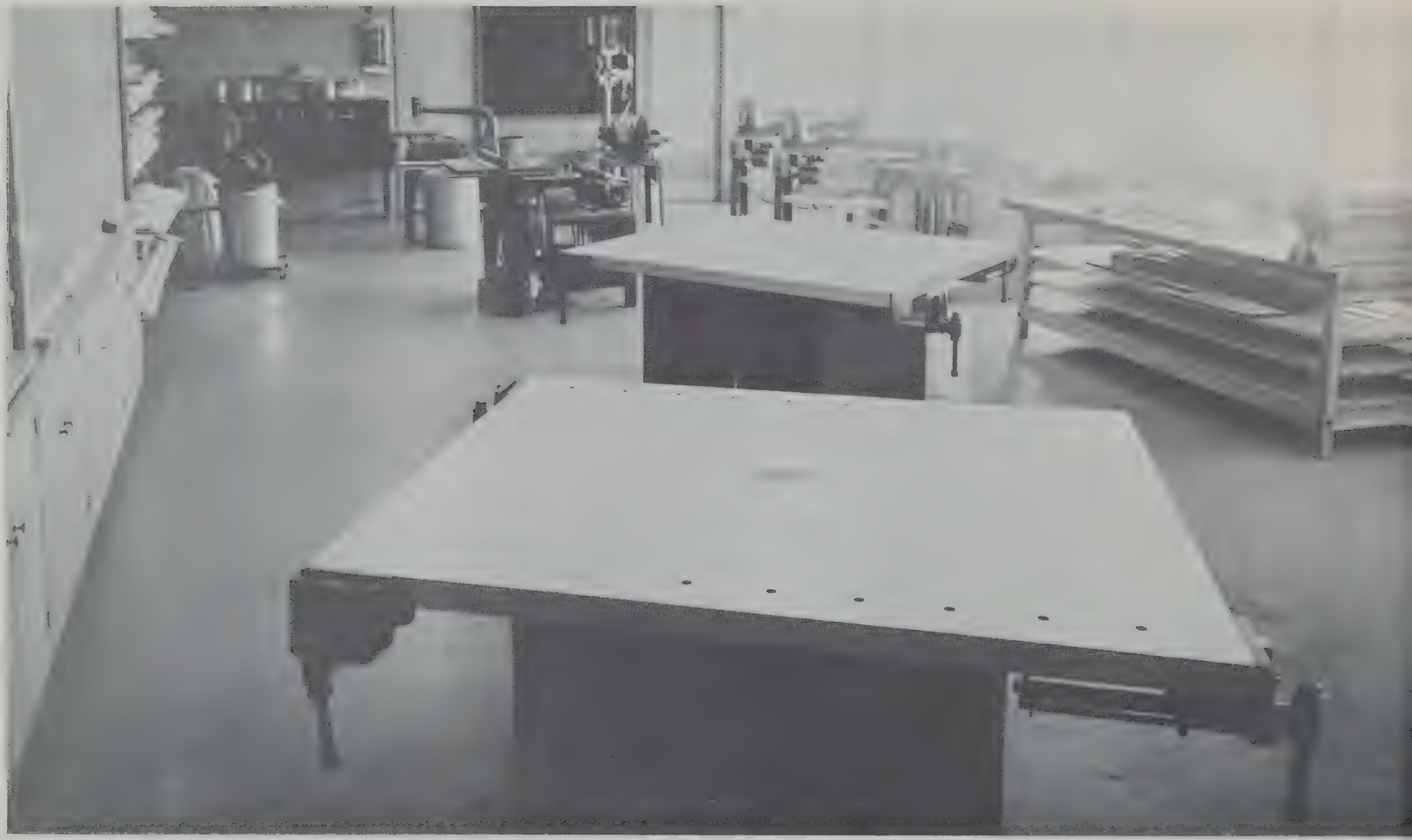
STAGE OR PLATFORM

This large space with its proscenium curtain, border lights, and front and side curtains can be used for pupil theatricals and musicals or completely rearranged so that the space may serve as a large music classroom or for band practice. Off the stage are two music practice rooms and a storeroom. The shop is located handily to facilitate projects in constructing scenery.

GYMNASIUM

The 70 by 94 foot gym has one regulation basketball court and bleachers for approximately 200 spectators. An electrically operated folding partition divides the space into girls' and boys' sections, each with its own practice basketball court. Natural lighting is provided through glare-resistant windows on the east and west sides. Storage of gym equipment is handled by a bank of closets along the east wall of the gym. A wooden dado approximately 7 feet high is provided around the playing court to protect the players, and the south wall contains an oak backboard for handball and tennis practice as well as several target games. The floor markings have been carefully worked out to enable badminton, volleyball, baseball, deck tennis, shuffleboard, and circle games to be played in addition to basketball. Colors chosen for the various lines make each game easily distinguishable for the players, and floor plates are provided for the installation of net standards.



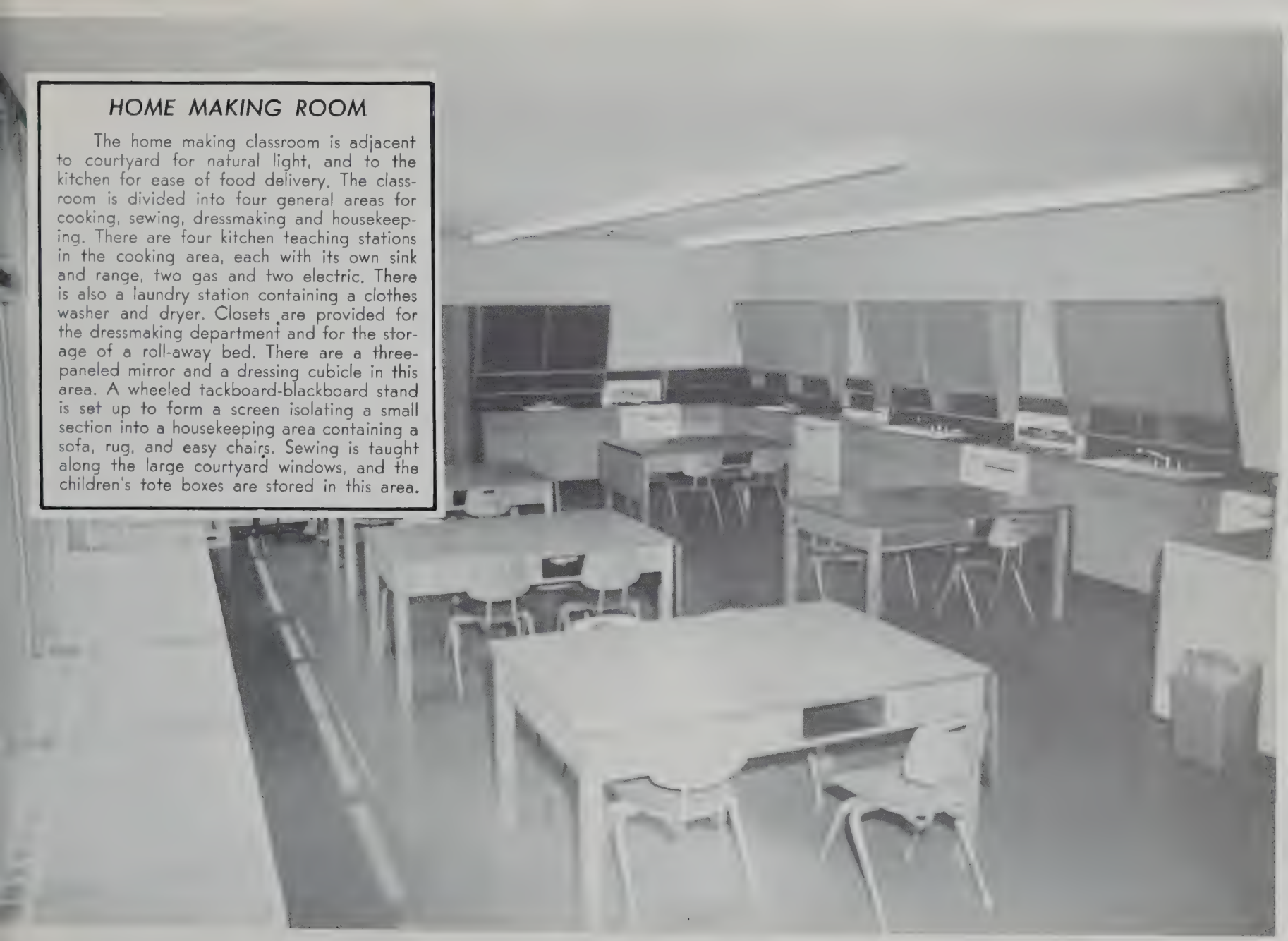


GENERAL SHOP

The shop is designed to teach general woodworking and elementary metal working. It contains two lathes, a jigsaw, drill press and saw-jointer and grinder for the instructor. A soapstone sink is provided for the teaching of rudimentary plumbing. Other specialties include a soldering bench and kiln, a finishing sander for the pupils, together with a table room, and store-room-office. Tools are stored behind a lift-up tackboard and chalkboard. Lumber is stored on built-in racks and brought in from the loading platform which also serves the kitchen.

HOME MAKING ROOM

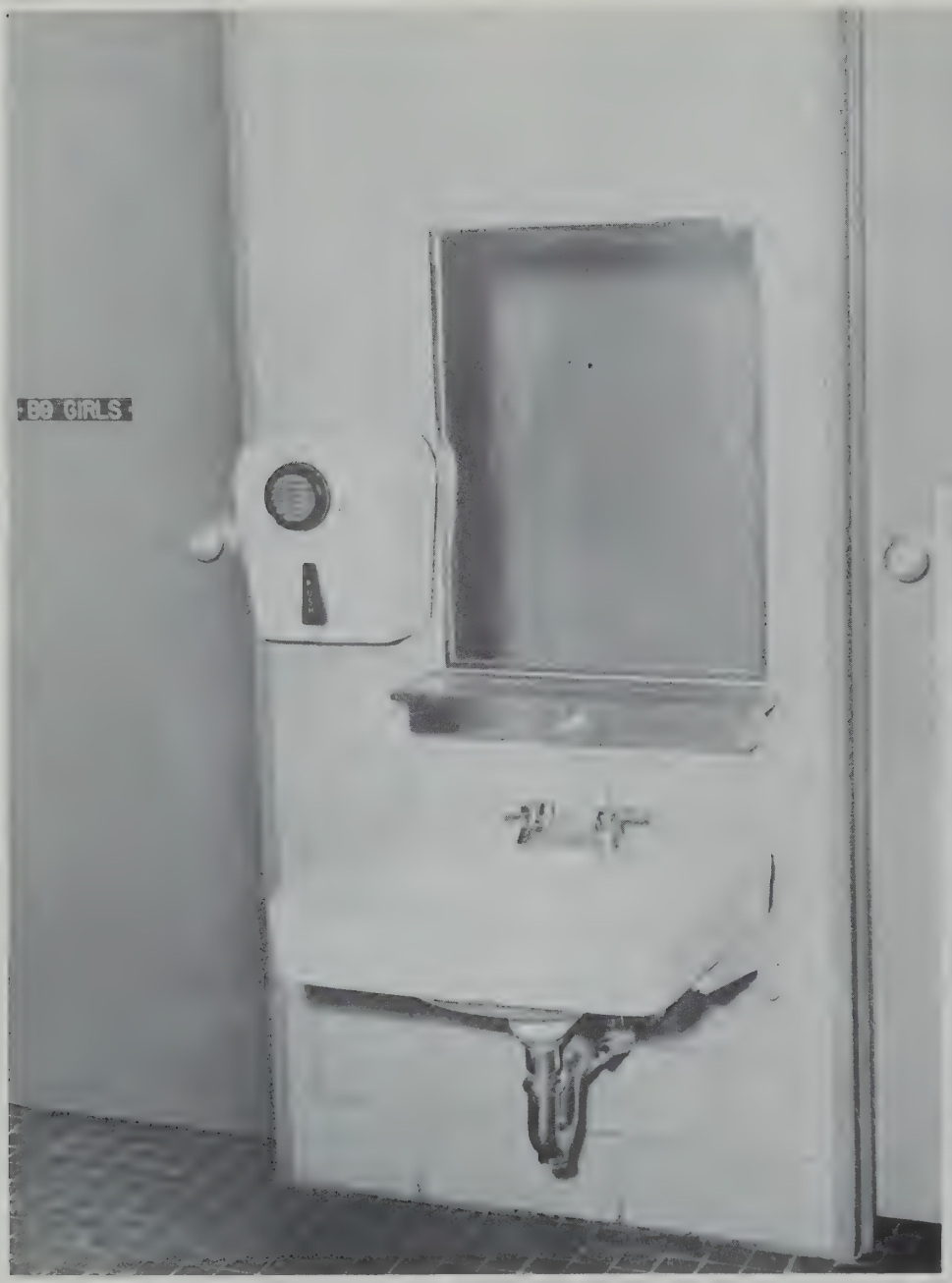
The home making classroom is adjacent to courtyard for natural light, and to the kitchen for ease of food delivery. The classroom is divided into four general areas for cooking, sewing, dressmaking and housekeeping. There are four kitchen teaching stations in the cooking area, each with its own sink and range, two gas and two electric. There is also a laundry station containing a clothes washer and dryer. Closets are provided for the dressmaking department and for the storage of a roll-away bed. There are a three-paneled mirror and a dressing cubicle in this area. A wheeled tackboard-blackboard stand is set up to form a screen isolating a small section into a housekeeping area containing a sofa, rug, and easy chairs. Sewing is taught along the large courtyard windows, and the children's tote boxes are stored in this area.



Sanitary Luxuries

Hot Air Hand Dryers
Over Sinks in Classrooms

A Drinking Fountain and
Mouth Rinser, or Spittal,
for Parched Throats
in the
Gymnasium



The Tiny Tots Were Not Forgotten

Seats Knee-high to a Grasshopper Were Provided for the Comfort of the First Grade and Kindergarten Children

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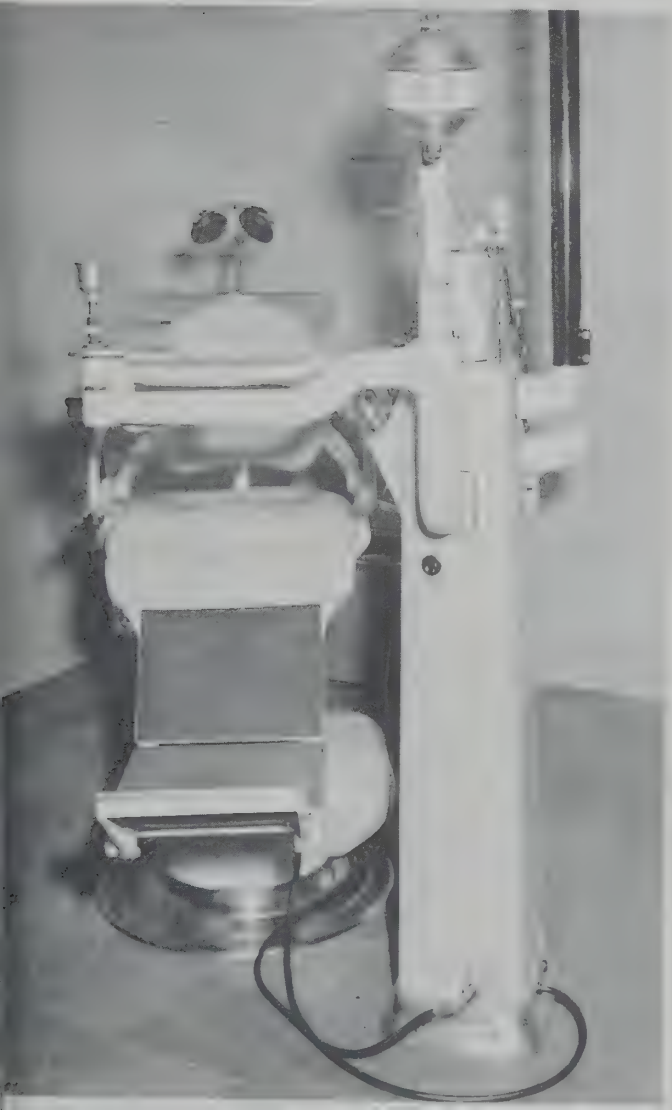
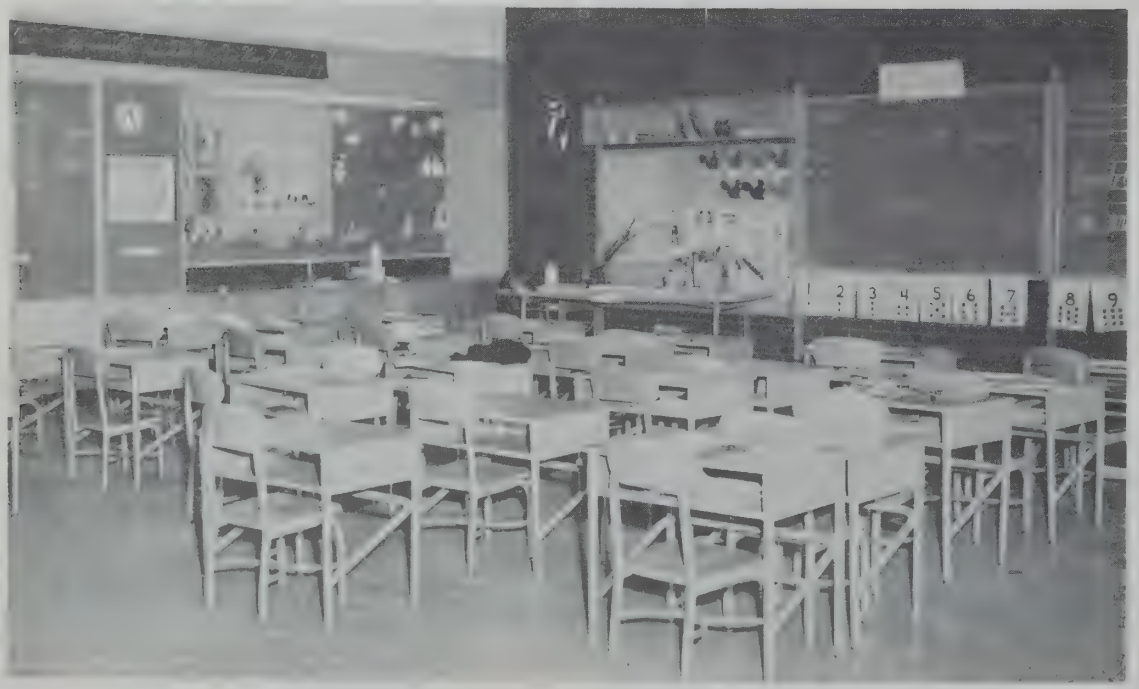
The Latest and Finest Dental Equipment is Provided in the Health Center



The School and Community Health Center.

THE TYPICAL CLASSROOMS

Plenty of book storage space along the outside windows will be found in all classrooms. The inside wall is also devoted to storage, including a teacher's closet, wardrobes for the children's coats and hats, and drawer and cupboard space. A work area is also located on this wall including a counter, sink, and bubbler, over which is a panel of luminous ceiling. Natural lighting comes from a balance between the large, exterior window and three plastic skydomes in the ceiling. Artificial light is provided by three rows of louvered fluorescent lights. Unpainted natural materials are used predominantly; however, the exposed steel columns and bar joists are painted, using the outdoor spandrel colors. Each classroom has a built-in electrical cabinet containing a 21-inch television set, telephone, program bells, speaker and clock. Modular shelving, map rails, chalkboard and tackboard panels are used throughout and can be mounted in any number of combinations to the front and rear walls, giving the teacher unusual flexibility in arranging her classroom.



KINDERGARTENS

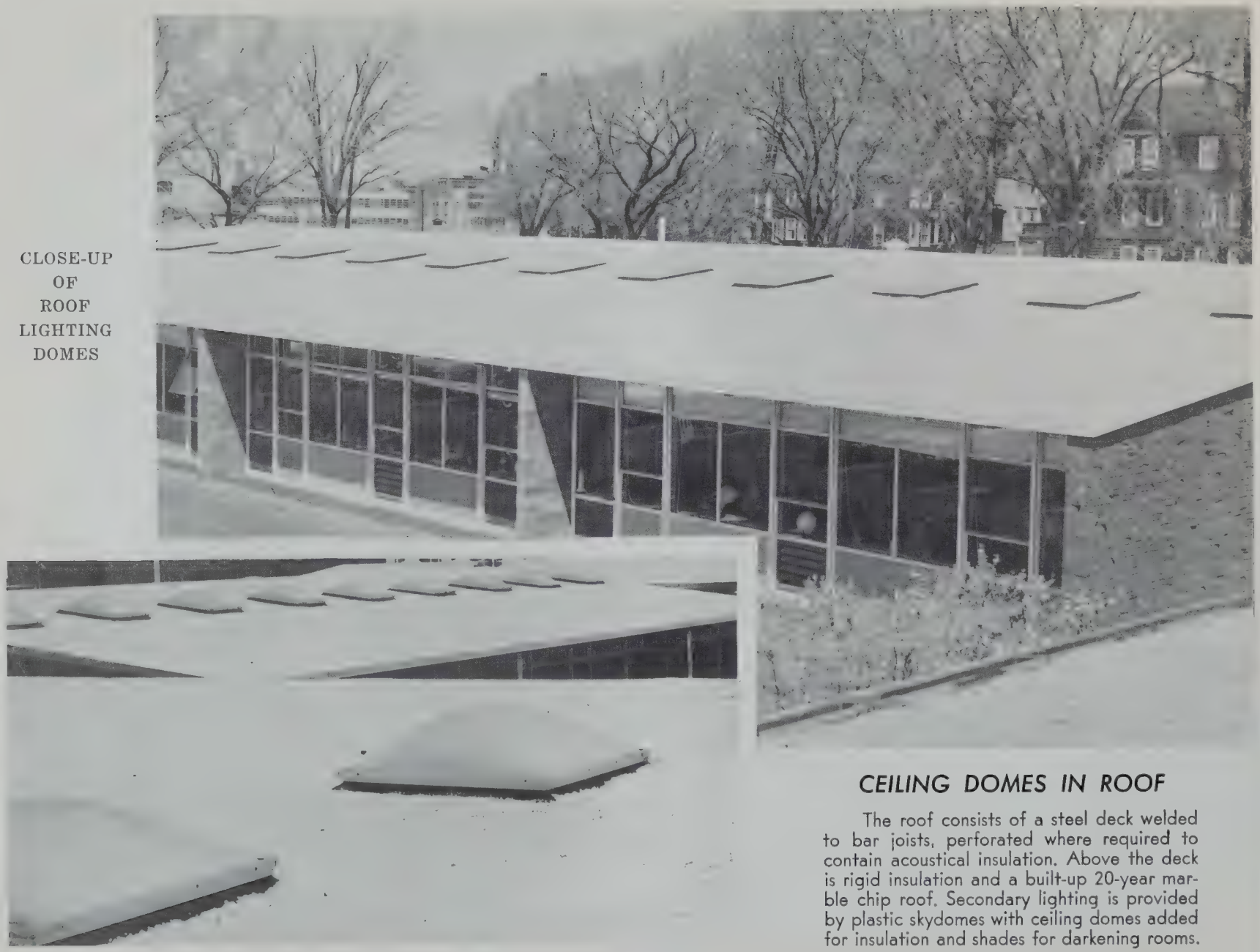
Two separate kindergarten rooms, each with approximately 1,270 square feet of teaching space, are located in "B" Building at the easterly end of the school. Of special interest here is the Cremona tile covering the four sides of the central storage area and toilet facilities. There is a sheltered dressing area at each entry. A hung ceiling has been used over a portion of each room to provide an intimate area for story telling, resting, and quiet projects. The main portion of each classroom is high-ceilinged and acoustically treated for group activities.

GRADES 1 THROUGH 3

These are accommodated in six classrooms located in the "A" Building adjacent to the kindergartens. The connecting vestibule has an indoor garden for the instruction of the children in nature. The corridor leading to the classrooms contains three porcelain enamel murals in Veos tile lit by panels of Marlux ceiling. Classrooms in this wing are slightly oversized, and the two first grade rooms contain special work alcoves.

Students at Play in Area Provided for the 4th and 5th Grades.

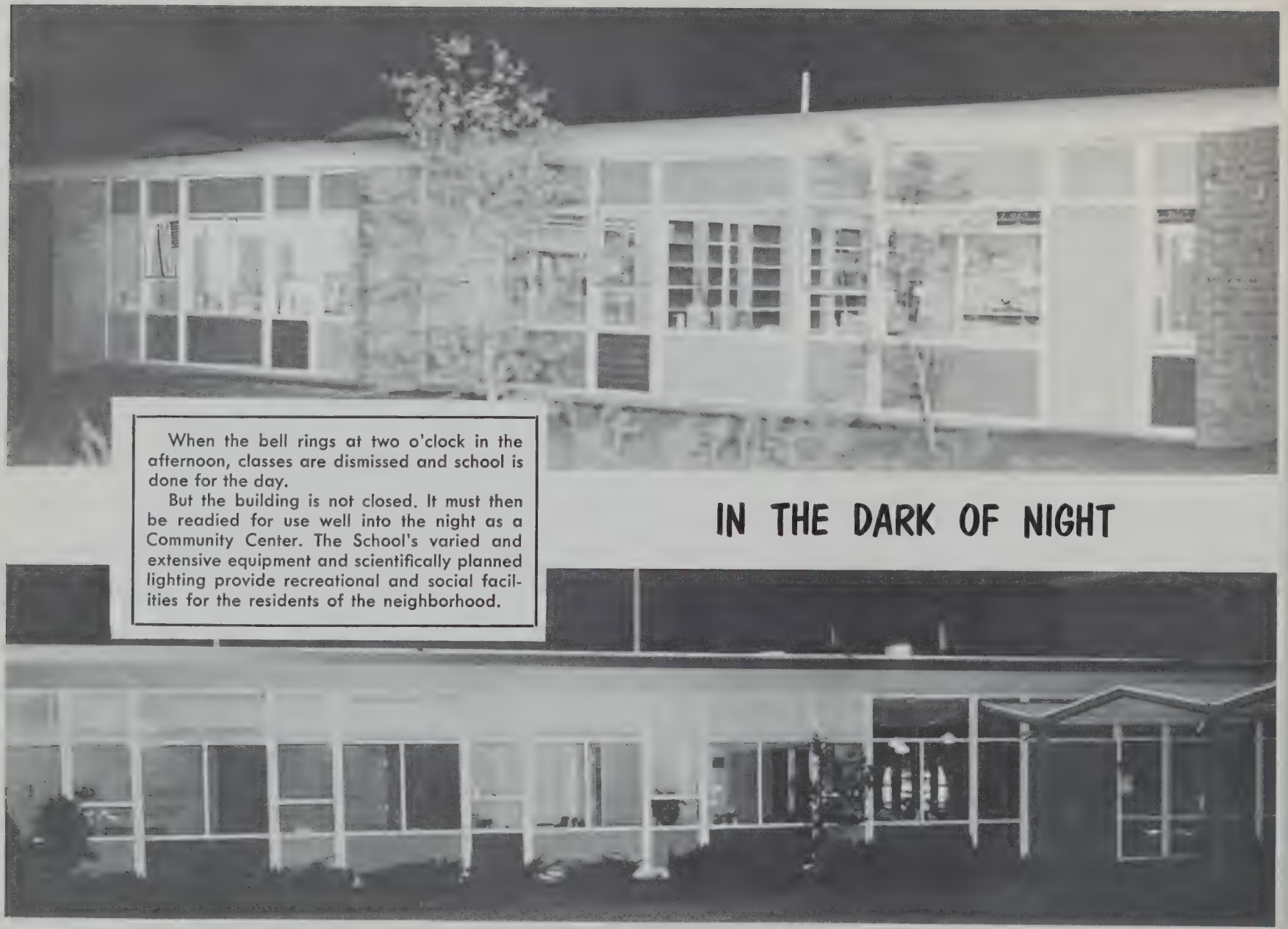
CLOSE-UP OF ROOF LIGHTING DOMES



CEILING DOMES IN ROOF

The roof consists of a steel deck welded to bar joists, perforated where required to contain acoustical insulation. Above the deck is rigid insulation and a built-up 20-year marble chip roof. Secondary lighting is provided by plastic skydomes with ceiling domes added for insulation and shades for darkening rooms.

Parking Lot and Section E Classrooms as Seen from the Roof.



When the bell rings at two o'clock in the afternoon, classes are dismissed and school is done for the day.

But the building is not closed. It must then be readied for use well into the night as a Community Center. The School's varied and extensive equipment and scientifically planned lighting provide recreational and social facilities for the residents of the neighborhood.

IN THE DARK OF NIGHT

Boston University is Playing a Night Baseball Game — The Floodlights from B. U. Field Shine Brightly Above the New Morse

CAMBRIDGE PUBLIC LIBRARY

1958
ANNUAL REPORT
THE CAMBRIDGE, MASSACHUSETTS, PUBLIC SCHOOLS

CAMBRIDGE, MASSACHUSETTS

"The University City"

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

AND THE

SUPERINTENDENT OF SCHOOLS

1958

The School Committee

January 1, 1958 to December 31, 1959

Chairman

Mayor Thomas M. McNamara
234 Broadway

Vice-Chairman

James F. Fitzgerald, Esq.
117 Spring Street

Anthony Galluccio, Esq.
56 Concord Avenue

Daniel J. Hayes, Jr.
23 Norris Street

Mrs. George W. Ogden, Jr.
33 Linnaean Street

Judson T. Shaplin, Ph.D
182 Upland Road

Edward T. Sullivan
4 Kassul Park

Officers of the Cambridge School Committee

Superintendent of Schools

John M. Tobin . . . . . 76 Fresh Pond Lane

Assistant Superintendent of Schools

Edward J. Danehy . . . . . 37 Yerxa Road

Secretary to the Superintendent of Schools

John R. McCarthy . . . . . .198 Rindge Avenue

Secretary to the School Committee and Business Agent

Edward J. O'Connell . . . . . 49 Fayette Street

Assistant Business Agent

Gerald T. Liston . . . . . 151 Magazine Street

Chief Custodian

William J. Fitzgerald . . . . . 79 Reservoir Street

The School Calendar

1958 – 1959

1st Term
September 8 - December 23, 1958

2nd Term
January 5 - February 20, 1959

3rd Term
March 2 - April 17, 1959

4th Term
April 27 - June 24, 1959

1959 – 1960

1st Term
September 10 - December 23, 1959

School Holidays

Columbus Day; Armistice Day; Thanksgiving Day and the day following; Washington's Birthday; Good Friday; Patriots' Day; Memorial Day; and the Seventeenth of June. If one of these holidays falls on Sunday, the schools are closed on the following day.

Offices at 1700 Cambridge Street

Offices open from 9 o'clock A.M. to 5 o'clock P.M. every day, excepting Saturday.

Evening Schools

There are two terms of the evening schools. The first term begins on the second Tuesday of October and closes one week previous to the closing of the day schools for the Christmas holidays. The second term begins on the first Tuesday of January, except when that day falls on New Year's Day, in which case it begins on the Thursday following New Year's Day, and continues for at least twenty-five evenings. Vacations and holidays are the same as in the day schools.

To the Honorable, The School Committee:

I submit herewith my fourteenth annual report which is the ninety-first in the series of annual reports by the Superintendent of Schools and the one hundred nineteenth in the printed reports of the School Committee of Cambridge.

Although certain statistical tables are to be found at the very end of the present report, the report does differ from those I have submitted in the past: it neither describes nor explains the work of the Cambridge Public Schools. This report is, rather, the actual work of certain of our high school pupils; it is the impressive, scholarly product of a difficult assignment cheerfully undertaken and intelligently, diligently, and co-operatively pursued under the guidance of competent, dedicated teachers. Although this report is actually the work of high school pupils, I remind the reader that its excellences are reflections, also, of the effective work of our elementary schools. In education, as in architecture, the superstructure is a mathematical function of its foundation.

However, pride in the accomplishments of our pupils, gratification in the success of our tutelage are scarcely adequate motives for publishing this material here. There were, I am sure, contemporary pupil projects which, by such standards, were equally worthy of publication. Some may even have enjoyed as great historical and inspirational value. But no other, I feel certain, was undertaken as a public, national service at the behest of our national government.

In accordance with Public Law 75, Chapter 144, approved by the Senate and House of Representatives of the United States of America on June 16, 1955, the City of Cambridge and the other cities and towns in Metropolitan Boston were ordered (a) to make an inventory and study of local historic objects, sites, buildings and other historic properties of the Colonial and Revolutionary periods of American history including comparative real estate costs; (b) to prepare an analysis of the existing condition and care of such properties; (c) to recommend programs by the local, state or federal governments and co-operating historical and patriotic societies for the future preservation, public use, and appreciation of such properties; (d) to prepare a report containing basic factual information relating to the foregoing, such report to be submitted within two years following approval of this Act of Congress.

At my suggestion, the Cambridge Historic Sites Committee entrusted to the Social Studies Department of the Cambridge High and Latin School that part of the project which concerned itself with the making of the inventory and study of Colonial and Revolutionary Cambridge buildings, houses, objects, and sites. The Cambridge School Department takes pride in publishing the historical study of Cambridge as prepared by the students and teachers of the Cambridge High and Latin School for the Cambridge Historic Sites Committee to be submitted by that body in its report to Congress.

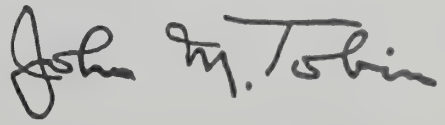
I sincerely hope that this publication will enable its readers to increase their knowledge of Cambridge in the Colonial and Revolutionary periods of our history; to deepen their understandings of the origins of our democratic institutions; to intensify their appreciations of the sacrifices made by our predecessors in Cambridge in the cause of civil liberties; and to renew and strengthen their faith in the American Way of Life.

The history of Cambridge is the history of the nation. The history of our city leads us back to the birthplace of American history. Cambridge does not live in the past; the past lives in Cambridge. Our public and private schools, colleges and universities, our industries, business establishments and research laboratories testify to our modern progress. Our historic houses, buildings, and sites bear witness to the glorious past played by Cambridge in the building of the United States of America. The early records of our town meetings are the oldest extant town meeting records in New England. Cambridge housed the first college in early America. She sheltered the first printing press north of the Rio Grande. Her citizens suffered many privations and made many sacrifices on behalf of our civil liberties. In the early days of the American Revolution, Cambridge was the military encampment where General George Washington took command of the first American Army.

Cambridge citizens are proud of their historic city, the former capital of the Massachusetts Bay Colony, the shire town of Middlesex County for more than three centuries, an esteemed municipality of the Commonwealth of Massachusetts, an ancient and honored city of the Republic of the United States.

I congratulate and thank the students and teachers of the Cambridge High and Latin School, specifically; those of the Social Studies Department for their tireless research in unearthing historical facts; those of the English Department for their editing and proof reading; those of the Commercial Department for their typing and mimeographing; those of the Art Department for their illustrations and arrangement of pictures; those of the school personnel and students of the Cambridge High and Latin School Historical Sites Camera Club for the taking and developing of the pictures shown here.

In conclusion, I wish to express publicly to the Headmasters, Masters, Directors, Principals, Teachers and Civil Service employees my sincere appreciation for their co-operation, assistance and support. I wish, too, to express my deep gratitude to His Honor, the Mayor, and to the Members of the School Committee who have given their time so generously, and who have been so co-operative with their advice and counsel.



Superintendent of Schools

AN INVENTORY AND STUDY

of the historical buildings, homes, objects and sites in Cambridge, Massachusetts, in the colonial and revolutionary periods of the history of the United States, prepared by the students and teachers of the Social Studies Department of the Cambridge High and Latin School for the Cambridge Historic Sites Committee, and submitted to the Congress of the United States in accordance with Public Law 75 Chapter 144.

1957

Section I

Historical Buildings,
Objects, Places
and Sites
known as "Firsts"

THE FIRST EUROPEANS IN CAMBRIDGE

Leif Erikson's Landing

ON THIS SPOT
IN THE YEAR 1000
LEIF ERIKSON
BUILT HIS HOUSE IN
VINELAND

The first Europeans believed to have been in Cambridge were the Norsemen. About the year 1000, Leif Erikson, famed Viking explorer, sailed up the Charles River and near what is now Eliot Circle, Cambridge, he and his men erected a shelter. Certain articles of Viking origin, unearthed at the riverside, led Professor Eben Horsford, Rumford Professor of Science at Harvard University and noted Nordic authority, to mark the site with a stone. Professor Horsford, addressing a special session of the American Geographical Society at Watertown, Massachusetts, November 21, 1889, presented evidence drawn from the Norse sagas, the Viking maps of Vineland, and the relics of Nordic origin, excavated from the banks of the Charles River, to substantiate his belief that the Norsemen had been in the Cambridge-Watertown-Newton area in the eleventh century.[1]

1. Horsford, Eben Norton, *Discovery of the Lost City of Norumbega.* Houghton Mifflin Co., Cambridge, Mass., 1890.

THE FIRST HOUSE IN CAMBRIDGE

The Graves House

Many Cambridge residents are surprised to learn that the first house to have been erected in this city was located in East Cambridge. In 1629, the Massachusetts Bay Company contracted with Thomas Graves, an English construction engineer, to lay out the town of Charlestown; for this work, he was to receive fifty pounds per year and a dwelling. The Graves House, erected in 1630, stood on what is now the north side of Spring Street between Third and Fourth Streets in East Cambridge; then this district was called "The Necke"; later, Lechmere Point.

When the boundaries of Cambridge and Charlestown were being established, the Massachusetts Bay Records of 1632 named particularly the dwelling of Thomas Graves. Because of subsequent construction, the exact location of the old house, which was torn down in 1820 by the Lechmere Point Land Company, is unknown today.

THE FIRST HOUSE IN OLD CAMBRIDGE

The Dudley House

THOMAS DUDLEY
FOUNDER OF CAMBRIDGE
GOVERNOR OF MASSACHUSETTS
LIVED HERE IN 1630

Early records of Old Cambridge, the Harvard Square area, establish the fact that the first house was erected in 1631 by Sir Thomas Dudley on the west side of Dunster Street near South Street. A fire of unknown origin destroyed the building in 1666. No description of the old dwelling has been discovered. Sir Thomas, a learned gentleman distinguished in public service, was a founder of Harvard College. He was a Major General of the militia, served four terms as Governor of Massachusetts Bay Colony, thirteen terms as Deputy Governor, and eight terms as a member of the Court of Assistants of the Great and General Court. An engraved stone marks the site of the first house in Old Cambridge.

THE FIRST MEETING HOUSE

HERE STOOD
THE ORIGINAL MEETING HOUSE
OF THE FIRST CHURCH IN
CAMBRIDGE
BUILT IN 1632 AND THE CENTER OF
THE CIVIC AND RELIGIOUS LIFE
OF THE TOWN
HERE MINISTERED 1633-1636
THOMAS HOOKER
A PEERLESS LEADER
OF
NEW ENGLAND THOUGHT AND LIFE
IN BOTH
CHURCH AND STATE

The First Meeting House and Church in Cambridge was erected in 1632 at what is now the southwest corner of Dunster and Mt. Auburn Streets. Here the early settlers manifested their staunch faith in Divine Providence. The first minister was Reverend Thomas Hooker, a leader in the Great Westward Migration to Hartford, Connecticut. His successor was Reverend Thomas Shepard, whose staunch Puritan faith influenced the General Court to order Harvard College to be located in Cambridge in 1637.

Local town government in the Massachusetts Bay Colony was fostered at the First Meeting House. The town records of Newetowne (Cambridge) for December 24, 1632, read: "An agreement made by a General Conference for a monthly meeting — every second Monday in every month within the meeting house."[1] These records represent the earliest account of the proceedings of a town meeting in Massachusetts.

As Cambridge was the temporary capital of the Bay Colony, sessions of the General Court were convened here in the years 1634-1638. While sitting at the First Church, the legislature made the first grant of local self-government in America. On March 3, 1635, the General Court granted the towns the right to dispose of common property, order civil affairs, and choose their own officers.

A dynamic impetus was given thereby to local self-government not only in Massachusetts but throughout the United States, for, as the people of the Bay Colony migrated, they took with them that tool of democratic self-government, namely, the town meeting.

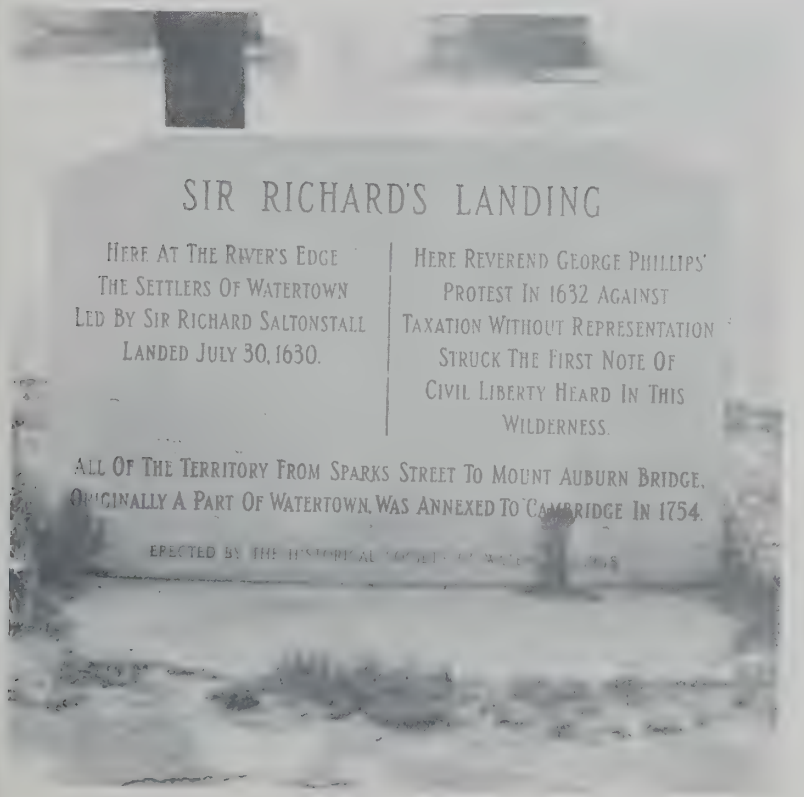
In 1637, Mrs. Anne Marbury Hutchinson, brilliant intellectual and independent religious thinker, who dared to preach openly religious doctrines not in conformity with Puritan tenets, brought about a religious controversy that shook the whole Bay Colony. Governor Harry Vane, advocate of religious liberty, was defeated for re-election by John Winthrop on the Cambridge Common in a heated campaign based on the issue of religious tolerance. Troops were called back from the front lines in the Pequot Indian War. A religious synod of New England ecclesiastical divines, convening at the Cambridge Meeting House in August, 1637, declared Mrs. Hutchinson's beliefs to be erroneous. In November of the same year, at the Meeting House, Anne Hutchinson was indicted, tried, found guilty and sentenced to banishment by the Great and General Court. The bold stand taken by Anne Marbury Hutchinson at Cambridge, in 1637, for freedom of religion, freedom of speech, freedom of thought, and the right to differ had untold influence on the development of our civil rights. In 1642, the first Harvard College Commencement Exercises were held at the First Church.

1. Records of the Town and Selectmen of Cambridge, 1630-1703, p. 4

EARLY CAMBRIDGE COURT HOUSES

Cambridge, shire town of Middlesex County for more than three centuries, was the scene of court sessions held at the First Meeting House as early as 1632. Since 1635, district court sessions have been held here on the orders of the General Court. The first court house was erected at Harvard Square, but historians have been unable to discover the date of its construction, although one was destroyed by fire in 1671. The Second Court House was erected in 1707 on the site of the present subway station in the center of Harvard Square. In 1757, the need for larger quarters resulted in the construction of a new court house at Harvard Square on the site of the present Harvard Trust building. This court house was called the Old Court House and was the scene of many famous legal contests. Here the lawyers Pratt, Gridley, Trowbridge, Dexter, and Otis won legal acclaim; here sat the renowned judges Sewall, Hutchinson, Lynde, Dana, and Parsons.

From the earliest days the rights of the people were defended in the Courts at Cambridge in keeping with the principles which constituted the Massachusetts "Body of Liberties" of 1641. The rights of the people and property were inviolable except by law; torture was forbidden; no man could be tried twice for the same offense; cruel and barbarous punishments were prohibited; trial was by jury. These democratic principles, and the like, upheld in the Courts of Cambridge, were later incorporated into the Constitutions of Massachusetts and the United States.


SIR RICHARD'S LANDING
HERE AT THE RIVER'S EDGE
THE SETTLERS OF WATERTOWN
LED BY SIR RICHARD SALTONSTALL
LANDED JULY 30, 1630.
HERE REVEREND GEORGE PHILLIPS'
PROTEST IN 1632 AGAINST
TAXATION WITHOUT REPRESENTATION
STRUCK THE FIRST NOTE OF
CIVIL LIBERTY HEARD IN THIS
WILDERNESS.
ALL OF THE TERRITORY FROM SPARKS STREET TO MOUNT AUBURN BRIDGE,
ORIGINALLY A PART OF WATERTOWN, WAS ANNEXED TO CAMBRIDGE IN 1754.

FIRST PROTEST FOR CIVIL LIBERTIES IN MASSACHUSETTS

HERE REVEREND GEORGE PHILLIPS'
PROTEST IN 1632 AGAINST
TAXATION WITHOUT REPRESENTATION
STRUCK THE FIRST NOTE OF
CIVIL LIBERTY HEARD IN THIS
WILDERNESS

At Eliot Circle near the bend of the river, with Browne and Nichols School and the Mt. Auburn Hospital close by, on what is now Cambridge soil, there stands an engraved stone which informs the passerby that here the Reverend George Phillips of Watertown in 1632 sounded the first note heard in Massachusetts on behalf of civil liberties. Governor John Winthrop and the Court of Assistants arbitrarily had levied a tax on the towns of the Massachusetts Bay Colony to defray the expenses of building a palisade around the "Newe Towne" (Old Cambridge). The protest by George Phillips and his followers against taxation without representation led directly to the establishment in 1634 of the Chamber of Deputies, to which every town sent two representatives. Henceforth, the Court of Assistants and the House of Deputies formed the General Court (i.e., legislature) of the Massachusetts Bay Colony. Thus the erection of a wooden palisade at Cambridge occasioned the early development of representative government in Massachusetts and the United States.

THE FIRST CAMBRIDGE ROAD

In the seventeenth century, a road called the "King's Highway", led from Charlestown through Somerville and Cambridge to Watertown. The highway entered Cambridge from Somerville along the present Kirkland Street, passed Holmes Place, crossed Cambridge Common by the Washington Elm, went through Mason and Brattle Streets to Elmwood Avenue, thence along Mt. Auburn Street to Watertown. Originally this road was an Indian pathway of which the first mention is found in the early records of Cambridge, December 1, 1633: "It is ordered that no person whatsover shall fell any tree near the Towne within the path which goeth from Watertown to Charlestown upon the forfeiture of five shillings for every tree so felled."[1]

The "King's Highway" served as a military road during the War of the Revolution. In 1775, Colonel William Prescott's anxious soldiers marched to Bunker Hill by way of Kirkland Street. In the following year, Brattle Street, also called "Tory Row" by the people of Cambridge at the time of the American Revolution, echoed to the tramp of General George Washington's victorious troops as they marched southward to New York. In 1777, General John Burgoyne's defeated British soldiers and their German allies plodded wearily along "Tory Row" to their Cambridge prison encampment.

Historic Brattle Street is the most famous and the most beautiful street in Cambridge. Many houses on its borders are models of colonial architecture as well as famous historic sites.

1. Records of the Town and Selectmen of Cambridge, 1630-1703, p. 6

THE FIRST FERRY

The Charles River, called Quineboquin by the Indians, presented a formidable handicap to travelers between Cambridge and Boston in the seventeenth century. High tides and rough waters made crossing the river in small boats dangerous. The first ferry service, with the departure point from Cambridge at the southerly end of Dunster Street, was inaugurated in 1635. The following year the town of Cambridge authorized Joseph Cooke "to keep the ferry".[1] The profits were assigned later to Harvard College.

1. Records of the Town and Selectmen of Cambridge, 1630-1703, p. 15

THE FIRST COLLEGE IN BRITISH AMERICA

The inscriptions on the tablets of the Johnston Gate at the west side of Harvard Yard give a brief history of the founding of the first college in British America by the people of the Massachusetts Bay Colony through their representatives in the Great and General Court.

The tablet on the left reads.

BY THE GENERAL COURT OF MASSACHUSETTS BAY
28 OCTOBER 1636 AGREED TO GIVE 400 £
TOWARDS A SCHOALE OR COLLEDGE WHEAROF 200 £
TO BEE PAID THE NEXT YEARE & 200 £
WHEN THE WORKE IS FINISHED & THE NEXT COURT
TO APPOINT WHEARE & W^{T} BUILDING
15 NOVEMBER 1637 THE COLLEDG IS ORDERED
TO BEE AT NEWETOWNE
2 MAY 1638 IT IS ORDERED THAT NEWETOWNE
SHALL HENCEFORWARD BE CALLED CAMBRIGE
13 MARCH 1638-9 IT IS ORDERED THAT THE COLLEDGE
AGREED UPON FORMERLY TO BEE BUILT AT CAMBRIDG
SHALBEE CALLED HARVARD COLLEDGE.

The tablet on the right reads:

AFTER GOD HAD CARRIED US SAFE TO NEW ENGLAND
AND WEE HAD BUILDED OUR HOUSES
PROVIDED NECESSAARIES FOR OUR LIVELI HOOD
REARD CONVENIENT PLACES FOR GODS WORSHIP
AND SETLED THE CIVILL GOVERNMENT
ONE OF THE NEXT THINGS WE LONGED FOR
AND LOOKED AFTER WAS TO ADVANCE LEARNING
AND PERPETUATE IT TO POSTERITY
DREADING TO LEAVE AN ILLITERATE MINISTERY
TO THE CHURCHES WHEN OUR PRESENT MINISTERS
SHALL LIE IN THE DUST

The colonists thus made known two basic principles of the American Way of Life, namely: the love of the American people for learning and their belief in Almighty God.

Other significant events, dates, and personalities in the early history of Harvard College are:

1638 construction of the first building near the present site of Gray's Hall,
death of Reverend John Harvard who bequeathed his library and half his estate to the college,

1640 appointment of Henry Dunster as first president,

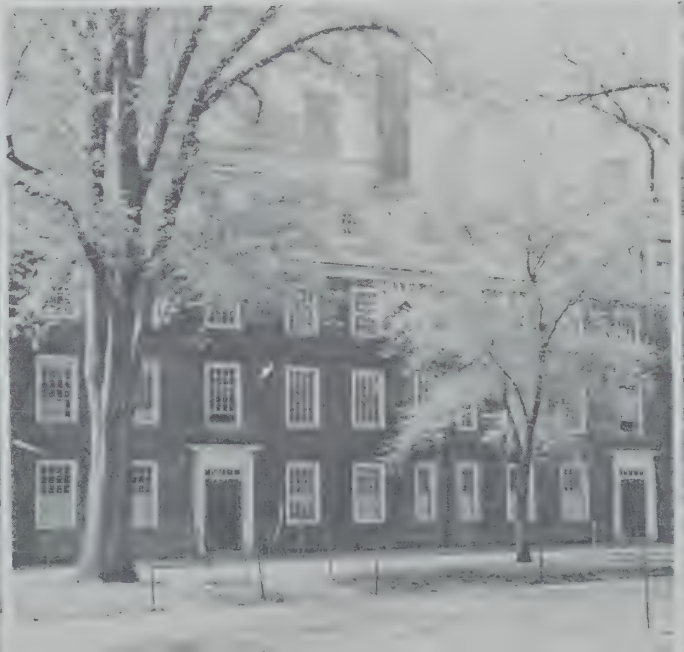
1642 first Commencement Exercises at the First Meeting House,

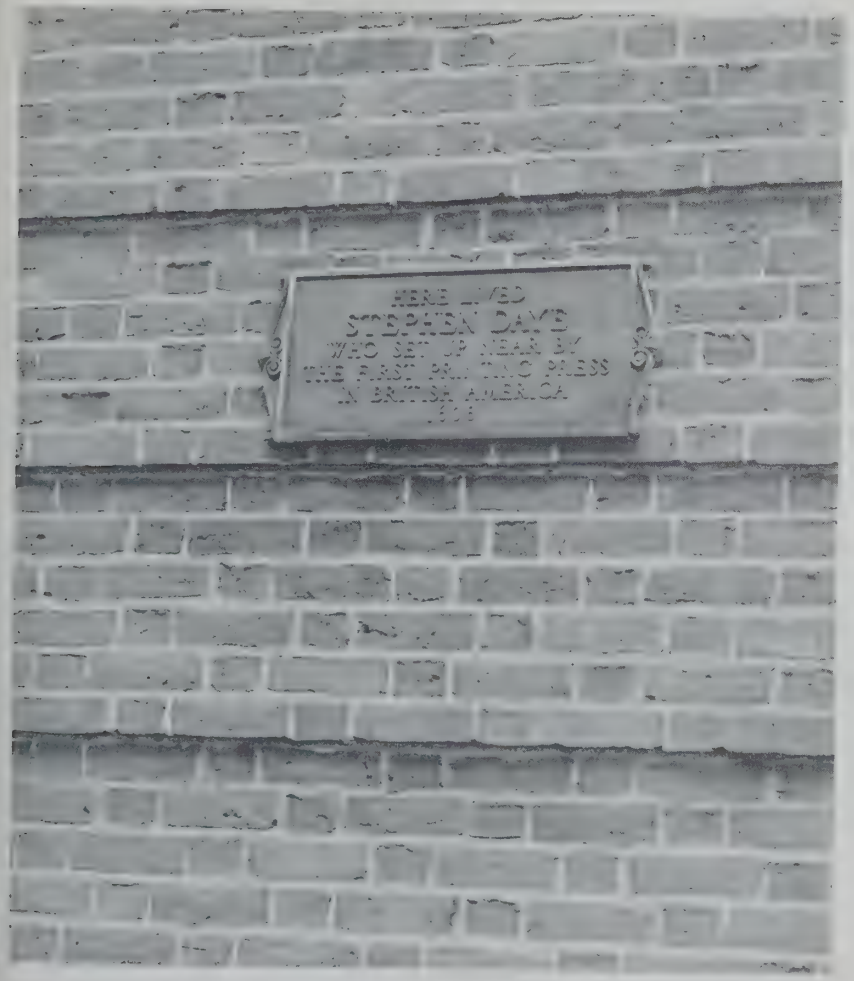
1650 charter granted by General Court.

In 1775, the college authorities, the students, and the alumni rallied to the support of the Cause of Independence. The college buildings were placed at the disposal of the Continental troops encamped at Cambridge. President Samuel Langdon begged the blessings of Divine Providence upon Colonel William Prescott and the twelve hundred colonial soldiers who marched from Cambridge Common to Bunker Hill.

Major Isaac Gardner, class of 1747, and Dr. Joseph Warren, class of 1759, were the best known of the many Harvard men who made the supreme sacrifice as members of the armed services during the American Revolution. The highest military rank was achieved by General Artemas Ward, class of 1748, who preceded General George Washington as commander of the American army at Cambridge in 1775. John Adams, class of 1755, was responsible for the appointment of George Washington as Commander-in-Chief of the United Army of the Colonies.

Other Harvard men, to name only a few, who gave distinguished service to the new nation in those trying days were: Samuel Adams, class of 1740; James Otis, class of 1743; James Bowdoin, class of 1745; Elbridge Gerry, class of 1762; John Hancock, class of 1743; and Robert Treat Paine, class of 1749.





THE FIRST PRINTING PRESS IN BRITISH AMERICA

HERE LIVED
STEPHEN DAYE
WHO SET UP NEAR BY
THE FIRST PRINTING PRESS
IN BRITISH AMERICA
1638

When Stephen Daye, the first printer in British America, arrived in Cambridge in 1638 to set up the first printing press north of the Rio Grande, a stimulus was given to the advancement of learning and its perpetuation to posterity. Arrangements for the transportation of the press from England to Cambridge had been made by the Reverend Josse Glover, Puritan minister, who had contracted with Daye, a locksmith with some printing experience, to operate the press under the auspices of the college authorities. The press was set up by Daye in 1638 in a house owned by Henry Dunster, first president of Harvard College. Today, both the first printer and the first press are recalled by a small plaque at Dunster Street and Massachusetts Avenue.

In 1640, Stephen Daye printed "The Whole Booke of Psalmes," the first book to be published in the English language in North America.

Although Daye's press, a powerful instrument for disseminating knowledge and learning, was under the strict control of college and church, the title of his first work, the "Freeman's Oath" (1639), and that of his seventh, the "Body of Liberties" (1641), were happily prophetic of the freedom of the press guaranteed in the Massachusetts Bill of Rights and the Federal Bill of Rights.

THE FIRST SCHOOLHOUSE

HERE STOOD
THE FIRST SCHOOLHOUSE
OF CAMBRIDGE
BUILT IN 1648

In the midst of seemingly insurmountable obstacles, lack of food, inadequate housing, and scarcity of money, the early Cambridge citizens gave foremost consideration to the need for an informed citizenry and intelligent civic and religious leadership. Their determination to perpetuate learning to posterity resulted as early as 1635 in the establishment of "Dame" schools where boys and girls, four to eight years of age, were taught to read. Previous to 1642, boys eight to fourteen years old, were prepared for entrance to Harvard College by Elijah Corlett in a house on Holyoke Street owned by Henry Dunster, first president of the College. In 1648, a group of public spirited citizens erected a schoolhouse on the westerly side of Crooked Street (Holyoke Street) halfway between Massachusetts Avenue and Mt. Auburn Street. The "faire grammar schoole", as it was known, had for its first school master, Elijah Corlett, who remained its master until his death in 1687. The curriculum consisted chiefly of the study of Latin, as proficiency in the reading and writing of that language was required for entrance to Harvard College. In later years, courses in English, writing, and arithmetic were added to the curriculum. The school was supported at first by the generosity of individuals, fees paid by pupils, and appropriations from the town treasury, but later in the early eighteenth century the town provided free education for all students.

The old school benefited from the Edward Hopkins Fund, founded in 1657, the oldest educational endowment in the United States. As a beneficiary of this fund today, the Cambridge High and Latin School can trace its beginnings back to some distant shade on Holyoke Street.

Thus did our predecessors in Old Cambridge contribute to the founding of a unique American creation, a system of universal free public schools where equal educational opportunity is offered to all.

THE FIRST BRIDGE

An outstanding example of early American engineering skill was the erection of a bridge in 1662 from the foot of Boylston Street, Cambridge, across the Charles River to Little Cambridge, now known as Brighton.[1] This massive structure, the largest at that time in the Massachusetts Bay Colony, was called the Great Bridge. William Dawes, compatriot of Paul Revere, crossed it on the morning of the 19th of April, 1775, when he rode to warn the citizenry of the approaching British soldiers. Later, on the same morning, reinforcements under Lord Percy marched across the bridge to relieve the faltering troops of Colonel Francis Smith and Major John Pitcairn.

Today, the site of the Great Bridge is occupied by the beautiful Larz Anderson Bridge.

1. Records of the Town and Selectmen of Cambridge, 1630-1703, pp. 133, 134, 141, 143

THE FIRST AMERICAN ARMY HEADQUARTERS

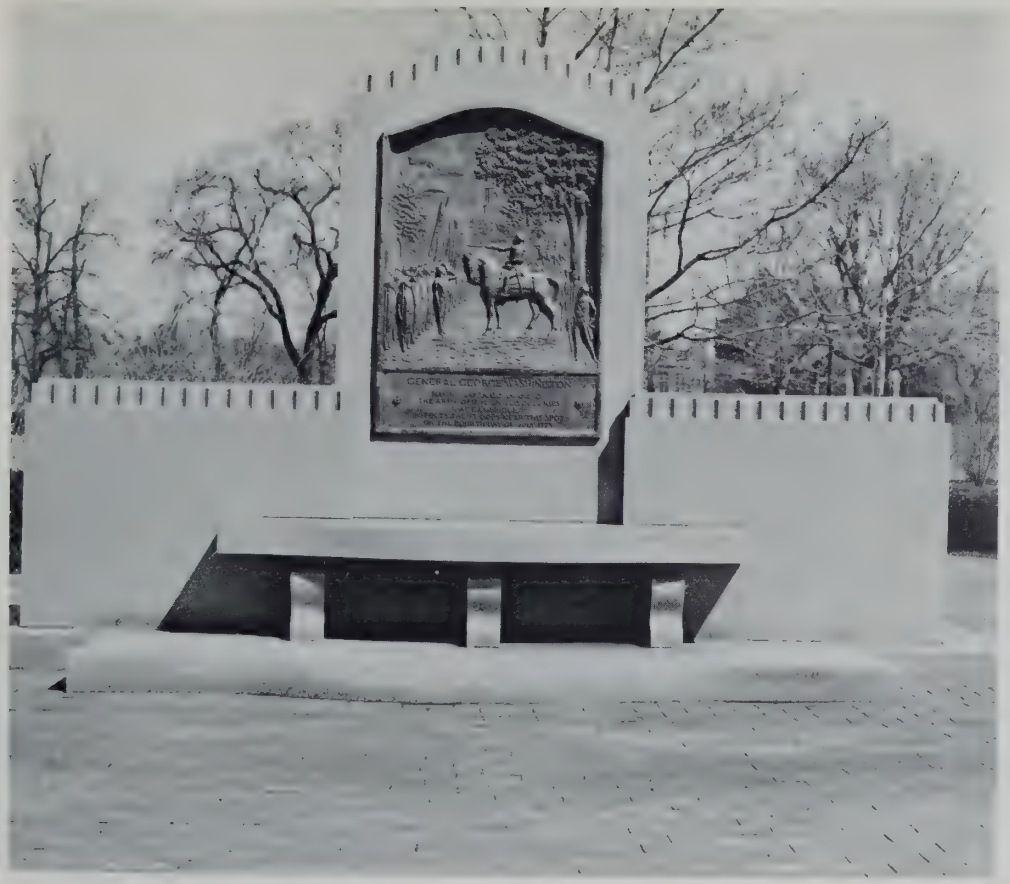
The Wadsworth House

Wadsworth House, college presidential residence for over a century from the incumbency of Benjamin Wadsworth (1725-1736) to Edward Everett (1846-1849) was built in 1726 at the southerly side of Harvard Yard facing Massachusetts Avenue.

On the night of June 16, 1775, President Samuel Langdon went from this house to the Little Common where he led in prayer, before they began their march to Bunker Hill, twelve hundred American troops under the command of Colonel William Prescott.

Wadsworth House holds the honor of having been the first American Army Headquarters. General George Washington made the beautiful dwelling his residence and military office in July, 1775, before moving to the John Vassall House at 105 Brattle Street.

Today, Wadsworth House, with its gambrel roof and yellow clapboards, exemplifying early eighteenth century colonial architecture, serves as the Harvard Alumni Association Center.



THE FIRST AMERICAN ASSEMBLY

The Washington Elm

The best known of the three historic trees that once stood on Cambridge Common was the Washington Elm. From 1775 until 1923, this elm was the most famous tree in the United States and was visited annually by thousands of Americans from all the states of the nation. A circular marker, set into Garden Street a short distance from the curb at the west side of the common, designates the site of the historic old tree.

On the morning of July 3, 1775, General George Washington, accompanied by his staff, walked from his headquarters at the Wadsworth House in the Harvard Yard to the Cambridge Common. In the presence of thousands of citizens the Continental Army was assembled under the command of General Artemas Ward, who stood beneath the beautiful tree afterwards known as the Washington Elm. General Ward read Washington's commission from the Continental Congress to the people and to the army. General Washington advanced a few paces, made a brief address of acceptance, drew his sword, and assumed command of the first American army. Washington was not on horseback as most prints of that eventful day show, but stood at attention as General Ward read the commission from Congress. A beautiful bronze and granite memorial at the west side of the Common honors General George Washington as commander-in-chief of the first army of the United Colonies.

FIRST AMERICAN ARMY MEDICAL HEADQUARTERS

The Henry Vassall House

The Henry Vassall House at 94 Brattle Street antedates all houses standing in Cambridge at the present time, since the west wing of this early Colonial home was occupied in 1639 by the family of Roger Bancroft. The simplicity and the severity of the architecture of the west portion of the house reflects the austere way of life of its first occupants in contrast to the luxurious living enjoyed by the Vassalls in the east wing, added about 1700. Jonathan Belcher, Royal Governor of the Province of Massachusetts, lived here in the years 1717-1719. This large mansion with a mansard roof and a white roof-rail housed the first American Army Medical Headquarters under the direction of Dr. Benjamin Church, first Surgeon-General of the Continental Army.

Section II

Cambridge Houses and Buildings
not included as "Firsts"

THE OLDEST COMPLETE HOUSE IN CAMBRIDGE

The Cooper-Austin House

In 1657, the two-and-a-half-storied clapboarded dwelling standing at 21 Linnaean Street, was constructed by Deacon John Cooper who had been licensed by the town selectmen "to fell some timber for his building".[1] The white clapboards, the pilastered chimney, the saltbox contour, and the seventeenth century style furnishings preserve perfectly the earliest type of colonial housing in Massachusetts.

The property is presently owned and maintained by the Society for the Preservation of New England Antiquities.

1. Records of the Town and Selectmen of Cambridge, 1630-1703, p. 121

THE LEE-NICHOLS HOUSE

An early Cambridge house, its origin dating back to 1660, is the Lee-Nichols house, standing at 159 Brattle Street. This heavy-set, oblong, three-story dwelling is surmounted by a roof-rail and a central chimney with six hoods. An outstanding feature of the house is the great chimney, made of clay and pounded oyster shells. At one time two tunnels provided secret exits from the house; one in the direction of the Charles River, the other toward Sparks Street. Tradition relates that a British officer, after attending a Tory conference, escaped by one of the tunnels from irate colonials. The chimney was put to a similar use on the 19th of April, 1775, by a Continental soldier, who hid safely in the chimney while escaping from pursuing British soldiers.

Judge Joseph Lee of the Court of Common Pleas in the County of Middlesex was the owner of this house at the outbreak of the Revolution. Although Judge Lee was a Tory, his home was not confiscated by the Provincial Congress.

THE READ HOUSE

The Read House, today the property of Radcliffe College, located at 55 Brattle Street at the corner of Farwell Place, was built in 1726 by James Read. This quaint old dwelling with its three massive chimneys is a comfortable, low-studded, two-story and attic, timber building. James and Joseph Read, grandsons of the builder, were living here in 1775, at the time of their enlistment in the Continental Army.

BRATTLE MANSION

Situated at 42 Brattle Street, Brattle Mansion, a two-and-a-half-storied, clapboarded, gambrel-roofed house wih dormer windows was built in 1727 by William Brattle. This noted Tory, appointed major-general of the militia in the Massachusetts Province in 1771, was forced to flee from Cambridge by his fellow citizens in 1774. The house, confiscated by the Committee of Safety, became the Headquarters of Commissary-General Thomas Mifflin of the Continental Army. Generals George Washington, Israel Putnam, John Sullivan, and Charles Lee conferred here frequently with General Mifflin concerning the problems of military supplies.

Today, this old colonial home is occupied by the Cambridge Center for Adult Education and the Cambridge Social Union.

THE WILLIAM VASSALL HOUSE

The noble old house, located at 7 Waterhouse Street, opposite the north side of Cambridge Common, was constructed about the year 1740. The low-studded rooms, the fine wainscoting, and the quaint cupboards illustrate faithfully colonial interior styling in vogue at the period. The Tory owner, William Vassall, High Sheriff of Middlesex County, and member of the Mandamus Council, fled to England in 1775 to avoid the wrath of Cambridge citizens who frowned upon his loyalty to King George III. The owner and occupant of the house after the Revolution, Dr. Benjamin Waterhouse, was one of the first medical men to introduce vaccination into our country by successfully vaccinating his own five year old son.

THE INMAN HOUSE

IN 1775
GENERAL PUTNAM
HAD HIS HEADQUARTERS
IN THE HOUSE
WHICH STOOD HERE

In 1756, Ralph Inman built the house which stood originally at 15 Inman Street. The Inmans were Royalists who surrendered their property to the Committee of Correspondence after the Battle of Bunker Hill, June 17, 1775. General Israel Putnam made the Inman House his headquarters during the Siege of Boston, 1775-1776. The house and land formed Barracks No. 1, in which more than 3000 Continental soldiers were encamped while Boston was besieged. In 1873, the old dwelling was moved to its present location at the southeast corner of Brookline and Auburn Streets. The original site of the house is marked by an engraved granite stone.

THE LONGFELLOW HOUSE

The Longfellow House, a beautiful gem of colonial architecture, which is located at 105 Brattle Street, was built in 1759 by John Vassall, a Royalist, who was forced by the patriots to seek refuge with the British at Boston in 1774. This mansion, a three-storied clapboard structure with Ionic pilasters, white roof rails, and hooded chimneys, was confiscated by the Committee of Safety and used as a barracks by the Continental troops.

General Washington moved from the Wadsworth House in the Harvard Yard and made this Tory Row dwelling his headquarters and home during the siege of Boston. In a brief ceremony at the John Vassall house, April 3, 1776, Harvard College authorities awarded the first Commander-in-Chief of the American Army the honorary degree of Doctor of Laws.

Here lived the famous poet, Henry Wadsworth Longfellow (1843-1882).

THE RIEDESEL HOUSE

The Riedesel House, standing at 153 Brattle Street, was erected in 1760 by Richard Lechmere, who sold his property later to Judge Jonathan Sewall, royal attorney-general and advocate-general of the Courts of the Admiralty. On September 1, 1774, Judge Sewall's house was surrounded by an angry mob of Cambridge citizens, who were angered by Sewall's continued allegiance to the Crown. Fear of violence caused Judge Sewall to flee to Canada, and his house was confiscated by the Committee of Correspondence.

The next occupant was Baron Von Riedesel, the Commander of General Burgoyne's Hessian allies. He, with his wife and children, was held a prisoner of war in the house after Burgoyne's defeat at Saratoga, in 1777. The Riedesels were moved to the South in 1779, and the house was given to Thomas Lee by the Continental Congress as compensation for the seizure by the Continental Navy of a merchant ship owned by Lee.

THE MARRETT-FAYERWEATHER HOUSE

In 1760, Amos Marrett, a Revolutionary soldier and direct descendant of Henry Dunster, the first president of Harvard College, erected the beautiful old colonial mansion that rises majestically at 175 Brattle Street.

This large, square, three-story house was occupied later by Thomas Fayerweather, a patriot who gave up part of the building to be used as a hospital for American soldiers wounded at the Battle of Bunker Hill, June 17, 1775.

ELMWOOD

Elmwood, a three-storied, graceful, Georgian mansion with yellow clapboards, white roof-rails, and square chimneys, was built in 1760 by Thomas Oliver, last of the Royal Deputies. Although Oliver was the presiding officer of the Mandamus Council appointed by King George III, he was compelled by an aroused populace to leave Cambridge on September 2, 1774. His home was confiscated by the Committee of Safety and used as a hospital for American soldiers wounded at the Battle of Bunker Hill.

During the siege of Boston, General Benedict Arnold resided at Elmwood. Among others who lived here was Elbridge Gerry, signer of the Declaration of Independence, Vice-President of the United States and Governor of Massachusetts, and James Russell Lowell, who was born in this house and made it his life-long residence.

THE APTHORP HOUSE

The stately colonial mansion, standing in the courtyard between Plympton and Linden Streets, was built in 1760 by the Rev. East Apthorp, first pastor of Christ Church (Episcopal). Preserving the best features of colonial housing, this magnificent, three-storied, clapboard dwelling with large inner chimneys was called, ironically, "The Bishop's Palace" by eighteenth century Cambridge residents, who feared the dominance of the Church of England. The house was confiscated by the Committee of Safety in 1775 and became successively the military headquarters of General Israel Putnam (1775) and the palatial prison of General John Burgoyne after his defeat at Saratoga (1777).

Today Apthorp House is the residence of the Master of Adams House, Harvard College.

THE JOHN HICKS HOUSE

The two-story-and-attic dwelling, situated at Boylston and South Streets, was constructed in 1760 by John Hicks, soldier of the Revolution, who gave his life for our freedom at Cambridge, April 19, 1775, while engaged against the retreating British army. This gambrel-roofed house, noted for the simplicity of its beautiful colonial styling, is now used as a library for Kirkland House, Harvard College.

MASSACHUSETTS HALL

Massachusetts Hall, named in honor of the Province of Massachusetts, was erected in 1720 through funds made available by the Great and General Court. This beautiful red brick structure with gambrel roof, end chimneys, and handless clock, designed originally as a dormitory for students, was converted into barracks in 1775 for the Continental troops.

This, the oldest of the Harvard College buildings now standing, still retains, in the twentieth century, its heavy colonial Georgian splendor. Massachusetts Hall today houses the offices of the President and Fellows of the University.

HOLLIS HALL

Hollis Hall, located on the west side of Harvard Yard, was built in 1763 through a grant of money from the General Court of Massachusetts. This four-storied building of heavy Georgian style was named in honor of Thomas Hollis, an English merchant and a generous benefactor of the college. Occupied by American troops at the time of the Revolution, it is now a dormitory for students.

HOLDEN HALL

Holden Chapel, now called Holden Hall, was erected in 1744 through the generosity of the family of Samuel Holden, a member of the British Parliament. This beautiful example of pure Georgian architecture stands in Harvard Yard between Hollis and Stoughton Halls. Previous to the erection of the chapel, religious services for the students were conducted at Harvard Hall. Holden Hall is known as the cradle of the Harvard Medical School. That famed institution, founded in 1782, held its first classes at the former chapel in 1783. The building also has been used as a meeting place of the General Court, a courthouse, a barracks for Continental soldiers, a dissecting room, a lecture hall, and more recently as a music hall for the Harvard Glee Club.

HARVARD HALL

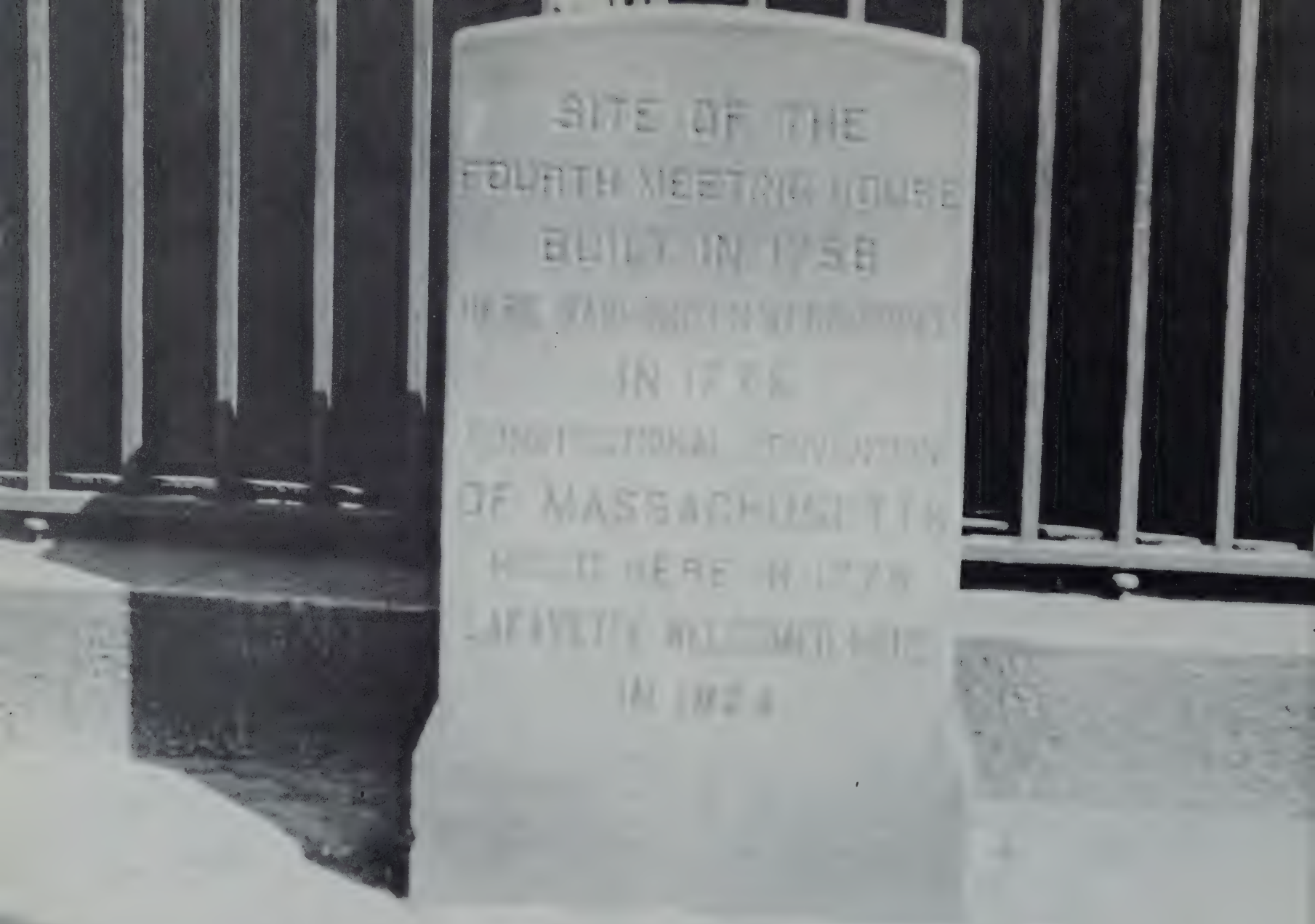
The original Harvard Hall, erected in 1672 in Harvard Yard and known as the "Second Harvard," was destroyed by fire in 1764. When the tragedy occurred, the Massachusetts General Court, which had adjourned to Cambridge from Boston, was sitting at Harvard Hall. The fire consumed the entire college library, including the books bequeathed by John Harvard, as well as the scientific apparatus and the art treasures. Undaunted, the college and government officials of the Province began immediate arrangements for the building of the present Harvard Hall on the site of the "Second Harvard". The new building was constructed from the plans of Sir Francis Bernard, an 18th century architect, at that time royal governor of the Province of Massachusetts. Colonel Thomas Dawes, master builder of the day, supervised its construction. In the early days of the American Revolution, Harvard Hall was used as barracks by Continental troops, who removed from the roof one thousand pounds of lead to be moulded into bullets. President George Washington was given a reception here on the occasion of his last visit to Cambridge in 1789. Today, Harvard Hall continues to be used as a lecture building.

THE OLDEST CHURCH BUILDING IN CAMBRIDGE

Christ Church (Episcopal), standing on Garden Street opposite Cambridge Common, was constructed in 1760 from the design of Peter Harrison, first professonal architect in America. The stately Georgian Colonial edifice, housing the first Cambridge congregation not of the Puritan faith, is a monument to religious liberty. At the time of its construction, the majority of Cambridge citizens, who were members of the First Church, did not favor the growing prestige of the Church of England in the Province of Massachusetts. Their ancestors had fled from England to Cambridge to avoid Anglican influence, and they themselves feared the possibility of having an Established Church forced upon them. However, broadening views of local citizens and diminishing religious animosities ushered in a new era of tolerance. The doom of theocratic government in Cambridge, initiated by the preaching of Reverend George Whitefield in 1740, was sealed by the erection of Christ Church.

In the American Revolution, Christ Church was used as a barracks by Connecticut troops preceding the battle of Bunker Hill, and later by Washington's soldiers during the siege of Boston. Here George and Martha Washington worshipped in 1775-1776, and today's proud parishioners point to the pew where the famous couple sat. To provide ammunition for the Continental Army, the pipes of the organ were melted down.

Although a span of two centuries bridges the pastorates of the Reverend East Apthorp (1761-1764) and Reverend Gardiner M. Day (1941-), the oldest church building in Cambridge still houses a very active congregation.


SITE OF THE
FOURTH MEETING HOUSE
BUILT IN 1756
IN
OF MASSACHUSETTS

Section III

Objects and Sites
not included as "Firsts"

CAMBRIDGE COMMON

Unsurpassed in the nation by any other "town commons" in the wealth of historic events that bind it inseparably to the development of our American Way of Life, Cambridge Common is an historic shrine sacred to the people of America. Reserved for public use since 1631, the Common was the gathering place in times of emergency for the yeomanry who early manifested the American spirit of cooperation and unity by using this ground as a meeting place for discussing public affairs and for voting. The beginnings of freedom of speech, freedom of religion, the right of petition, the right of assembly, the right to vote, and the right to hold office were fostered here by the citizens of Cambridge and Middlesex County.

Many stirring events, identified with the development of our democratic institutions and the birth of our nation, took place on the Common.

Here in 1637, Governor Harry Vane, advocate of religious freedom, was defeated by John Winthrop on the issue of religious toleration. The preaching of Reverend George Whitefield in 1740 advanced religious liberty to another milestone. The training of the militia for the French and Indian Wars contributed to the rise of the American principle that gave to each citizen the right to bear arms. In the early exciting days of the Revolution, Cambridge was a military encampment and the Common was its parade ground.

When British soldiers raided Cambridge on September 1, 1774, the alarm was sounded that summoned two thousand men of Middlesex County to the Cambridge Common. The following day they marched to the "Old Courthouse" at Harvard Square and forced the resignations of the royal judges, Samuel Danforth and Joseph Lee. Dr. William Dawes passed by the Common as he rode to warn the citizens of the approach of the British regulars on the morning of April 19, 1775. The Cambridge minutemen of Captain Thatcher's company assembled here that same morning before they began their march to Concord. From the Common Colonel William Prescott led twelve hundred colonial troops to Bunker Hill on the night of June 16, 1775. On July 3, of this momentous year, General George Washington took command of the first American army beneath the elm tree that afterwards bore his name. During the siege of Boston, barracks were erected, and troops were trained on the Common. From here Washington's victorious troops marched southward to New York in 1776. President George Washington, visiting Cambridge for the last time, was given a tremendous welcome in 1789 at the historic spot made famous by him in 1775.

Truly Cambridge Common is a national shrine.

THE STATUE OF JOHN BRIDGE

The bronze statue of John Bridge, erected in 1882 at the north side of Cambridge Common, is symbolic of the ideal citizen, who, in quiet dignity, stands as a sentinel watching over the city he helped to found. The inscriptions on the base of the statue inform us that John Bridge was typical of the conscientious early Cambridge citizens who helped to establish the principles of the American Way of Life by participating fully in the life of the community. He arrived from England in 1632 with a firm belief in the principle of freedom of religion, and served as a deacon of the Cambridge Church, 1636-1652. A believer in education for all, he served as a supervisor of schools in Cambridge (Newetowne) in 1642.[1] As an adherent of the democratic principles of free elections and representative government, he was elected to the Cambridge Board of Selectmen 1635-1652, and to the General Court 1637-1641.

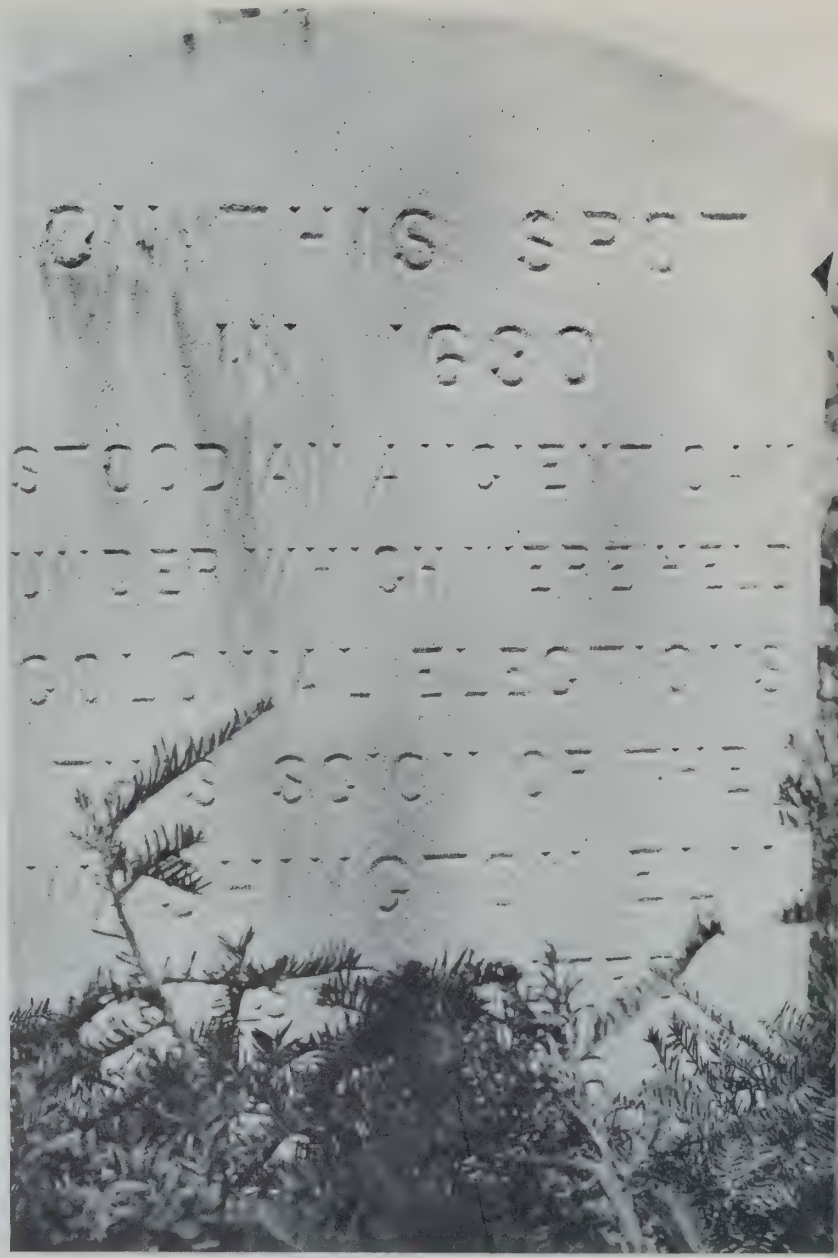
1. Records of the Town and Selectmen of Cambridge, 1630-1703, p. 47

THE GREAT OAK

ON THIS SPOT IN 1630
STOOD AN ANCIENT OAK
UNDER WHICH WERE HELD
COLONIAL ELECTIONS

A great tree, its site now marked by a stone, known to citizens of Cambridge and Middlesex County as the "Great Oak" and the "Old Oak", stood through the seventeenth and eighteenth centuries on the east side of Cambridge Common opposite Cambridge Street. Free elections in the open were held under this tree for the offices of selectman, representative, and governor. An election, memorable in the annals of the Massachusetts Bay Colony, was held here in 1637, when John Winthrop was elected to the governorship, displacing Governor Harry Vane. The principal issue of the election was the religious controversy concerning the teachings of Mrs. Anne Hutchinson. Harry Vane, governor of the Massachusetts Bay Colony 1636-1637, ardent defender of civil liberty and advocate of religious freedom, upheld Mrs. Hutchinson's right to differ with Puritan orthodoxy, whereas John Winthrop, conservative, sided with the church authorities. The memory of Governor Harry Vane will be forever honored for his stand on the civil and political rights of Americans.

As Cambridge was the shire town of Middlesex County, voters from other towns assembled on Cambridge Common under the "Old Oak" to air grievances, discuss matters in dispute, and to vote. Here were nurtured the beginnings of some of our most sacred rights: freedom of speech, freedom of religion, the right to assemble, the right to petition, the right to vote, and the right to hold office.



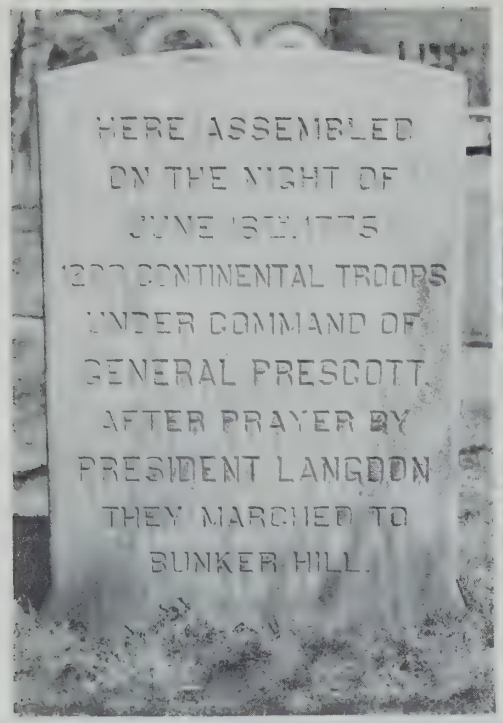
THE WHITEFIELD TREE

An historic old elm tree, known to the people of Cambridge as the "Whitefield Tree", stood in the eighteenth and nineteenth centuries on the Common near what is now the intersection of Garden Street and Concord Avenue. Reverend George Whitefield, a Methodist minister and disciple of John Wesley, preached under this tree to the people of Cambridge and the surrounding towns in 1740. Although he was not admitted to the pulpit of the Third Meeting House, the ever broadening concept of religious liberty secured for him large audiences in the open air. The preaching of the Reverend George Whitefield doomed the dominance of Puritan theocracy in Massachusetts and opened the gateway to religious toleration in Cambridge. The old elm itself was destroyed in 1872, but its site marks a milestone in the struggle of the American people to secure to themselves and posterity the blessings of freedom of religion, freedom of speech and the right of assembly.

THE THREE CANNON OF THE REVOLUTION

The three old cannon, mounting guard on Cambridge Common, were captured in 1775 from the British at Crown Point, New York, by Ethan Allen.

Two guns are known to be of British construction and bear the broad arrowmark of England; the third, of French manufacture, bears the fleur-de-lis of France. These cannon, laboriously hauled over the snow from Ticonderoga by the troops of General Henry Knox, were used at the siege of Boston. No longer useful as implements of war, these huge old war dogs recall the valiant struggle of our forefathers against tyranny and oppression.



THE LITTLE COMMON

HERE ASSEMBLED
ON THE NIGHT OF JUNE 17, 1775
1200 CONTINENTAL TROOPS
UNDER THE COMMAND OF
GENERAL PRESCOTT
AFTER PRAYER BY
PRESIDENT LANGDON
THEY MARCHED TO BUNKER HILL.
SITE OF THE HEADQUARTERS
OF GENERAL WARD AND
COMMITTEE OF PUBLIC SAFETY
IN 1775
BIRTHPLACE OF
OLIVER WENDELL HOLMES.

A triangular area, adjacent to the Harvard Law School and opposite Cambridge Common, is known to the people of Cambridge as the Little Common and Holmes Place. Two engraved stones inform visitors that they are standing on historic ground. Here is the site of the Holmes House, headquarters of General Artemas Ward and the Committee of Public Safety in 1775, and the birthplace of Oliver Wendell Holmes. From the gambrel-roofed dwelling, which was erected in 1740, General Joseph Warren, distinguished Boston surgeon and ardent patriot, went forth to a heroic death at the battle of Bunker Hill. On the night of June 16, 1775, Reverend Samuel Langdon, president of Harvard College, standing on this sacred soil, in the presence of 1200 American soldiers, closed his prayer with the petition: "Go with them, O, our Father, keep them as in the hollow of Thy hand, cover them with Thy protecting care, and bring them back victorious."[1]

1. "The Diary of Dorothy Dudley", *The Cambridge of 1776*, Gilman, Arthur, editor Lockwood, Brooks and Co., 1875, Boston, Massachusetts, p. 24

THE OLDEST CEMETERY

The oldest cemetery in Cambridge, the Old Burying Ground, also called "God's Acre," is located on Garden Street, across from Cambridge Common opposite Harvard Yard. First mention of the cemetery is made in the town records of Cambridge, January 4, 1635, when it was agreed at a town meeting: "It is further ordered that the burying place shall be paled in."[1] Here are buried soldiers of the revolution, ministers, a governor, judges, legislators, and presidents of Harvard College.

Cato Steadman and Neptune Frost, negro soldiers of the American Revolution, Jonathan Belcher, a royal governor of the Province of Massachusetts; Henry Dunster, first president of Harvard College; Reverend Thomas Shepard and Reverend Jonathan Mitchell, early pastors of the First Parish; Elijah Corlett, first master of the "faire grammar school"; Stephen Daye, first printer in British America; and Dexter Pratt, village smithy made famous by Longfellow, are some of Cambridge's noted citizens buried here.

1. Records of the Town and Selectmen of Cambridge, 1630-1703, p. 15

THE OLD MILE STONE

A forerunner of our modern traffic signs was a large stone bearing the inscription "8 miles to Boston A. I. 1734." The original route for the traveler was across the Charles River via the ferry or Great Bridge through what is now Brighton, Brookline, and Roxbury. In 1734, the stone was placed in the center of what is now Harvard Square; today it stands in the Old Burying Ground. The letters A. I. are the initials of Abraham Ireland, who cut and placed the stone.

THE SECOND MEETING HOUSE

The Second Meeting House of the First Parish (1652-1706) stood on "watch-house hill" in Harvard Yard slightly to the southwest of present day Lehman Hall. The Reverends Jonathan Mitchell, Urian Oakes, Nathaniel Gookin and William Brattle were the pastors who ministered here.

The history of this church is closely associated with the names of three Cambridge residents, whose efforts to obtain religious liberty in the second half of the seventeenth century were in vain. On Sunday, July 30, 1654, Henry Dunster, first president of Harvard College, publicly made known at the Meeting House certain of his religious beliefs which were contrary to Puritan theology. So shocked were the church and college authorities, Dunster was forced to resign the presidency of the college in the following October. In April, 1655, he was indicted by the grand jury for violating the Lord's Day ordinance. The court ordered him to be publicly censured and to post bond for his future good behavior. Unable to teach or preach, Henry Dunster was forced to leave the jurisdiction of the Massachusetts Bay Colony. Three centuries later, the first president of Harvard College is revered as one of the University's greatest heroes.

In the years 1656-1682 Benanuel Bowers, a Baptist, and later a Quaker, endured fines and imprisonment rather than accept forced attendance at the local church.

Elizabeth Horton, a member of the Quaker sect, was imprisoned, flogged and exiled from Cambridge in 1662-1663 for daring to introduce Quakerism here.

Although Henry Dunster, Benanuel Bowers and Elizabeth Horton were unsuccessful in their attempts to win religious liberty, they will be forever remembered by freedom loving Americans for the sufferings they endured and the sacrifices they made for our civil rights.

THE THIRD MEETING HOUSE

The Third Meeting House (1706-1756) stood at the site of its predecessor in Harvard Yard. In the half century of its existence, the Meeting House was served by two pastors, Rev. William Brattle and Rev. Nathaniel Appleton. The holding of sessions of the General Court at the Meeting House in 1721 and 1722, because of a smallpox epidemic at Boston, made Cambridge again the temporary capital of the Province of Massachusetts.

In 1740, the Reverend John Whitefield, famed Methodist preacher, visited Cambridge. His caustic criticism of the New England clergy and Harvard College earned for him the ill will of the church and college authorities. He was denied the privilege of the pulpit at the Cambridge Church not only then, but also upon his return to Cambridge in 1744. However, broadening religious views on the part of the citizenry won for him the permission of the town authorities to preach in the open air at Cambridge Common, where thousands of people gathered to hear him.

The sacrifices of Governor Harry Vane, Anne Hutchinson, Henry Dunster, Elizabeth Horton, and Benanuel Bowers in the previous century, had not been made in vain. The age of religious toleration was dawning in the Massachusetts Province.

THE FOURTH MEETING HOUSE

SITE OF THE
FOURTH MEETING HOUSE
BUILT IN 1756
HERE WASHINGTON WORSHIPPED
IN 1775.
CONSTITUTIONAL CONVENTION
OF MASSACHUSETTS
HELD HERE IN 1779
LAFAYETTE WELCOMED HERE
IN 1824.

In 1756, the fourth and last of the colonial meeting houses at Cambridge was erected in Harvard Yard on the present site of Lehman Hall. For more than three quarters of a century spiritual leadership was provided by the Reverends Nathaniel Appleton, Timothy Hilliard and Abiel Holmes to the majority of Cambridge

citizens. The history of the Fourth Meeting House, like that of its predecessors, was interwoven with the history of our nation. In 1774, the Provincial Congress, John Hancock, chairman, met here and formed the Committee of Safety. General George Washington and his companions in arms looked to Rev. Nathaniel Appleton for religious guidance in the trying years of 1775-1776, while Boston was being besieged. The Fourth Meeting House in 1779 was the scene of one of the most significant events of the American Revolution, namely, the formation of the Massachusetts Constitution.

The political ties uniting the thirteen colonies to England had been dissolved. The making of a new form of government was a far more difficult task than the elimination of the old. How could a free people in a free society erect the framework of their own government? The answer to this problem was the fully developed convention idea. The Massachusetts Great and General Court in 1779 passed a resolution that a state constitutional convention be held at Cambridge. The towns were ordered by the court to elect to the Convention as many delegates as they had representatives in the General Court. The delegates convened at the Fourth Meeting House on September 18, 1779. Cambridge was host to such political greats as John Adams, master craftsman of constitutions, as well as James Bowdoin, Samuel Adams, John Hancock, Theophilus Parsons, Stephen Choate, James Sullivan, and Robert Treat Paine, some of the outstanding political thinkers of Massachusetts.

Andrew C. McLaughlin, distinguished political scientist, in an address before the American Historical Association, said of the Massachusetts Constitution:

"If I were called upon to select a single fact or enterprise which more nearly than any other thing embraced the significance of the American Revolution, I should select — not Saratoga or the French Alliance, or even the Declaration of Independence — I should choose the formation of the Massachusetts Constitution of 1780; and I should do so because the constitution rested upon the fully developed convention, the greatest institution of government which America has produced, the institution which answered, in itself, the problem of how men could make governments of their own free will . . ."[1]

A "Grand Committee of Thirty" was appointed by the Convention to prepare a draft of a proposed constitution. A subcommittee, consisting of the two Adamses, John and Samuel, and James Bowdoin, delegated the chief task of drafting a new framework of government to John Adams.

John Adams' draft was divided into two parts, the "Declaration of the Rights of the Inhabitants of Massachusetts" and the "Frame of Government." The rights in brief were: free elections, freedom of worship, freedom of speech, equal protection before the law and the like. The Frame of Government became the traditional American system of checks and balances with independent executive, legislative, and judicial functions. Recognition of the Omnipotence of Almighty God in the preamble, and the state's solicitude for the education of its youth continued basic American principles proclaimed by the first settlers in Cambridge and the Massachusetts Bay Colony. Ratification of the new constitution by the towns in June of 1780 was followed in Ocober of the same year by the inauguration at Boston of the first governor of Massachusetts, John Hancock, who closed his inaugural address with the oft since heard prayer, "God save the Commonwealth of Massachusetts."

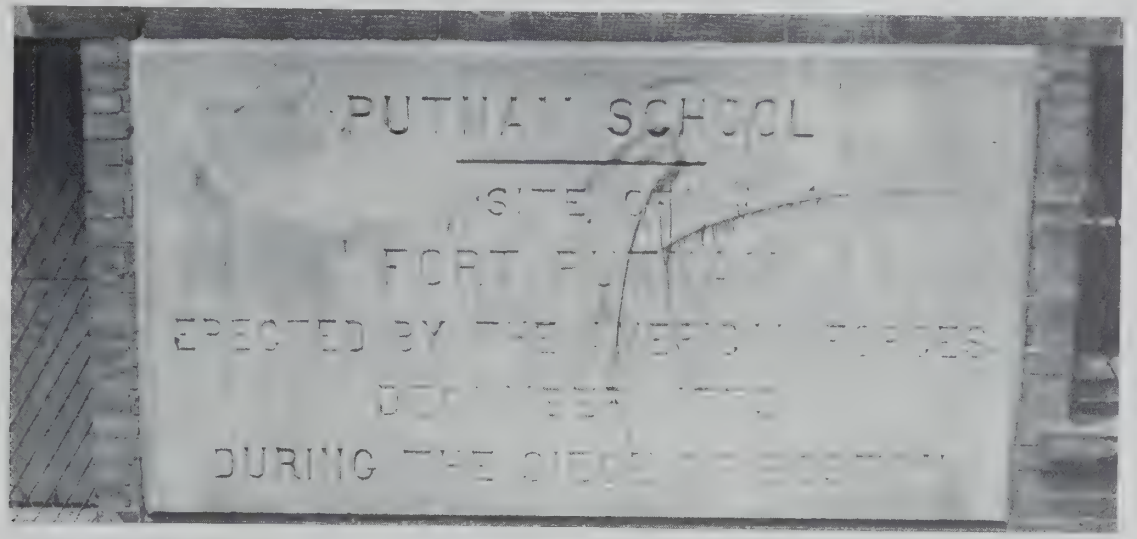
The Massachusetts State Constitution served as a model for the Constitution of the United States. The Bill of Rights of the Federal Constitution is almost verbatim a copy of the Declaration of Rights of the Massachusetts Constitution. The separate executive, legislative and judicial functions of the Federal Constitution, the Federal provision reserving to the people all rights not expressly delegated to the Federal Government, are principles of the Massachusetts Constitution. That the United States Government is one of laws and not of men may be attributed to its being modeled after the Constitution of Massachusetts.

1. American Historical Review XX 264

THE STATUE OF JOHN HARVARD

The statue of John Harvard, the work of the celebrated Daniel Chester French, was unveiled in 1884. The seated bronze figure, an imaginary likeness of the Reverend Harvard, since no known portrait of him existed, is now in the Harvard Yard in front of the west facade of University Hall.

America's early love of learning is symbolized in this statue; for John Harvard, through his generosity in leaving his library and half of his estate to the College at Cambridge, initiated the American concept of private endowments to institutions of higher learning, pointing the way to academic freedom by freeing the college from total financial dependence on the government.



REVOLUTIONARY FORTIFICATIONS IN CAMBRIDGE

The American Army built a series of batteries, entrenchments, forts, and redoubts in Cambridge on orders of General George Washington during the siege of Boston, 1775-1776. General Washington's plan was to confine the British within the Town of Boston as well as to protect the main body of the Continental Army encamped in Cambridge. These fortifications extended along the Charles River from Lechmere Point to River Street and in a northerly direction through the center of the town to Prospect Hill in Somerville.

FORT PUTNAM

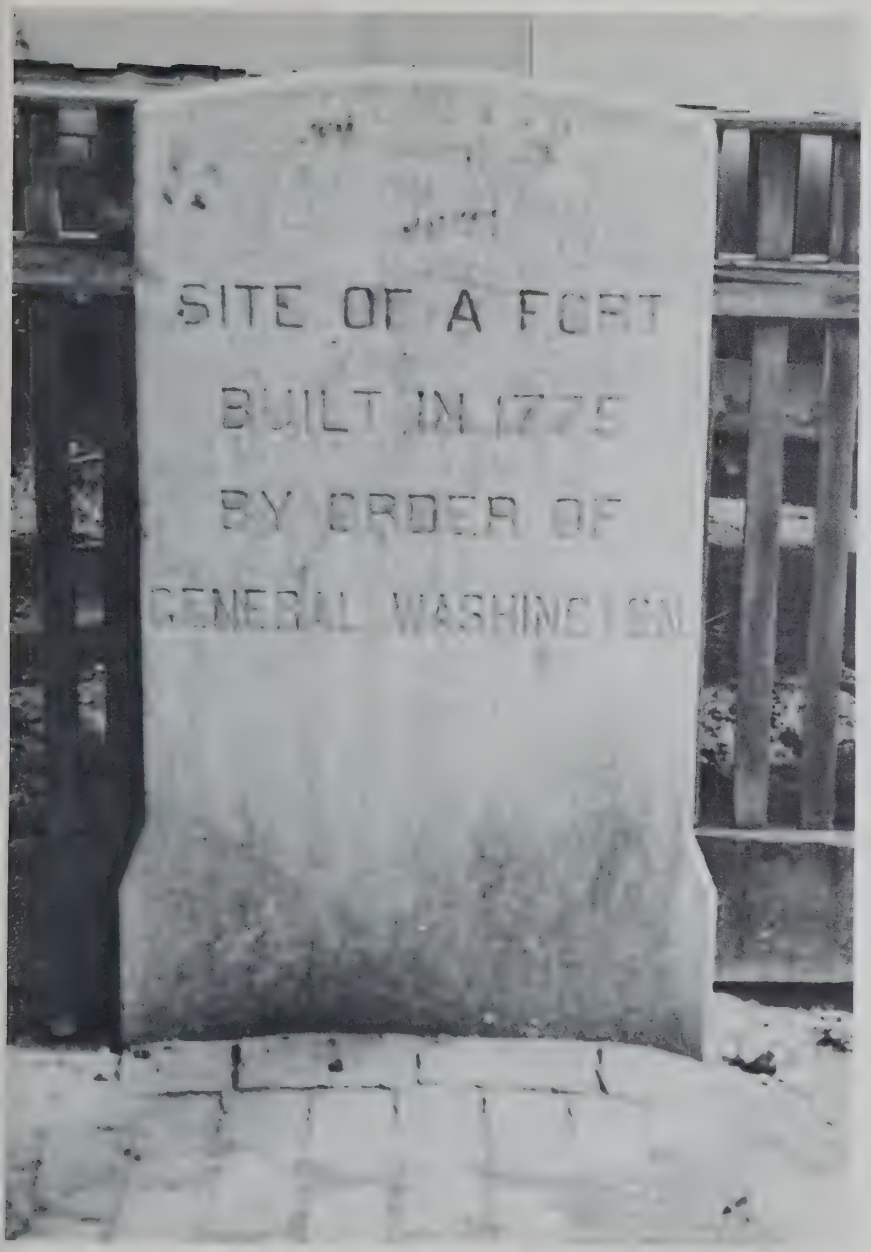
FORT PUTNAM
SITE
FORT PUTNAM
ERECTED BY THE AMERICAN FORCES
DECEMBER 1775
DURING THE SIEGE OF BOSTON

Fort Putnam was the most formidable of the early American fortifications that encircled Boston from Dorchester Heights to Somerville. Erected in December, 1775, this fort, commanding the Charles River and dominating Boston, stood on the hill at Lechmere Point, East Cambridge, at the present intersection of Otis and Fourth Streets. The Putnam School now occupies the site of the famous old fort as indicated by the plaque affixed to the Fourth Street side of the school.

FORT WASHINGTON

A redoubt with a battery of three cannons was erected in the fall of 1775 in the Pine Grove at the eastern end of Allston Street overlooking the Charles River. The function of this fortification, known to the people of Cambridge as Fort Washington, was to prevent the movement of British shipping in the direction of Old Cambridge and to keep the British Troops in Boston.

In 1858, the city, state, and federal governments combined efforts to restore this old fort as nearly as possible to its original state. Today Fort Washington serves to remind the citizens of Cambridge that here, on Cambridge soil, men fought and died for our liberties.



THE BATTERY AT CAPTAIN'S ISLAND

Captain's Island, that part of the river-front opposite Magazine Street, was the location of a three-gun battery constructed in November, 1775. This battery gave the American Forces control of the Charles River from Fort Washington (Pine Grove) to Captain's Island (Magazine Beach). The site of the battery is unmarked.

THE FORT AT RIVERSIDE

The redoubt at Riverside, also called Fort No. 1, was erected in the early Fall of 1775 at Riverside, the present-day location of the Riverside Press (at Memorial Drive and River Street). George Washington turned the first shovel of earth. Control of the river was extended by this fortification from Captain's Island to Riverside.

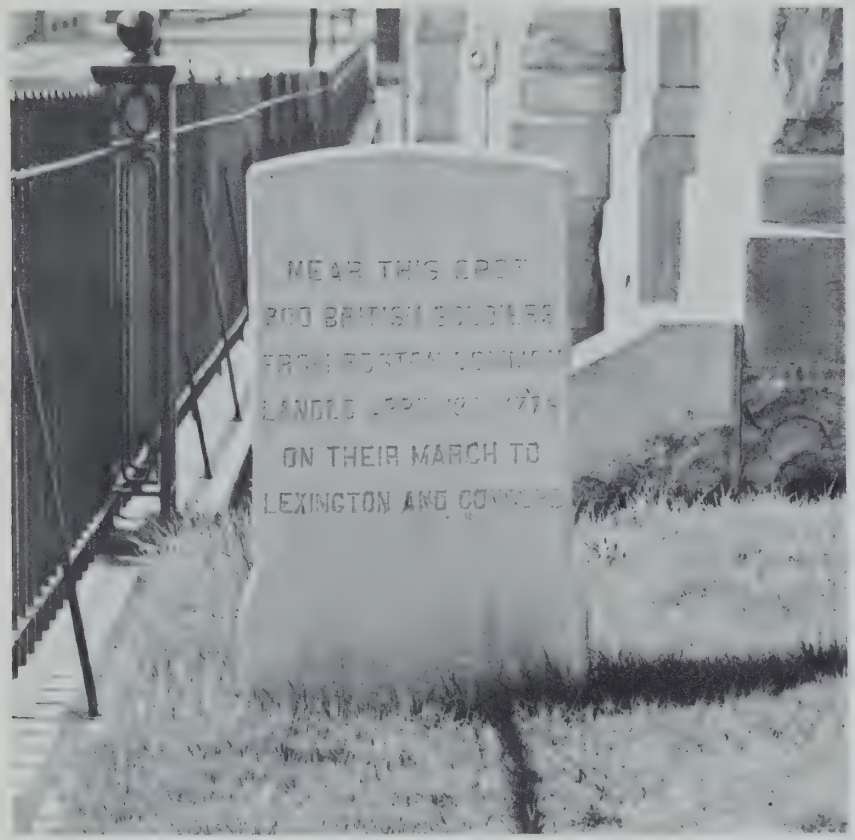
FORT NO. 2

SITE OF A FORT
BUILT IN 1775
BY ORDER OF
GEORGE WASHINGTON

Fort No. 2 was another military stronghold in the chain of Cambridge fortifications built in 1775 by command of General Washington. This fort stood near the present-day intersection of Franklin Street on the east side of Putnam Avenue. An engraved stone marks the site of the old fort.

THE FORT AT BUTLER'S (DANA) HILL

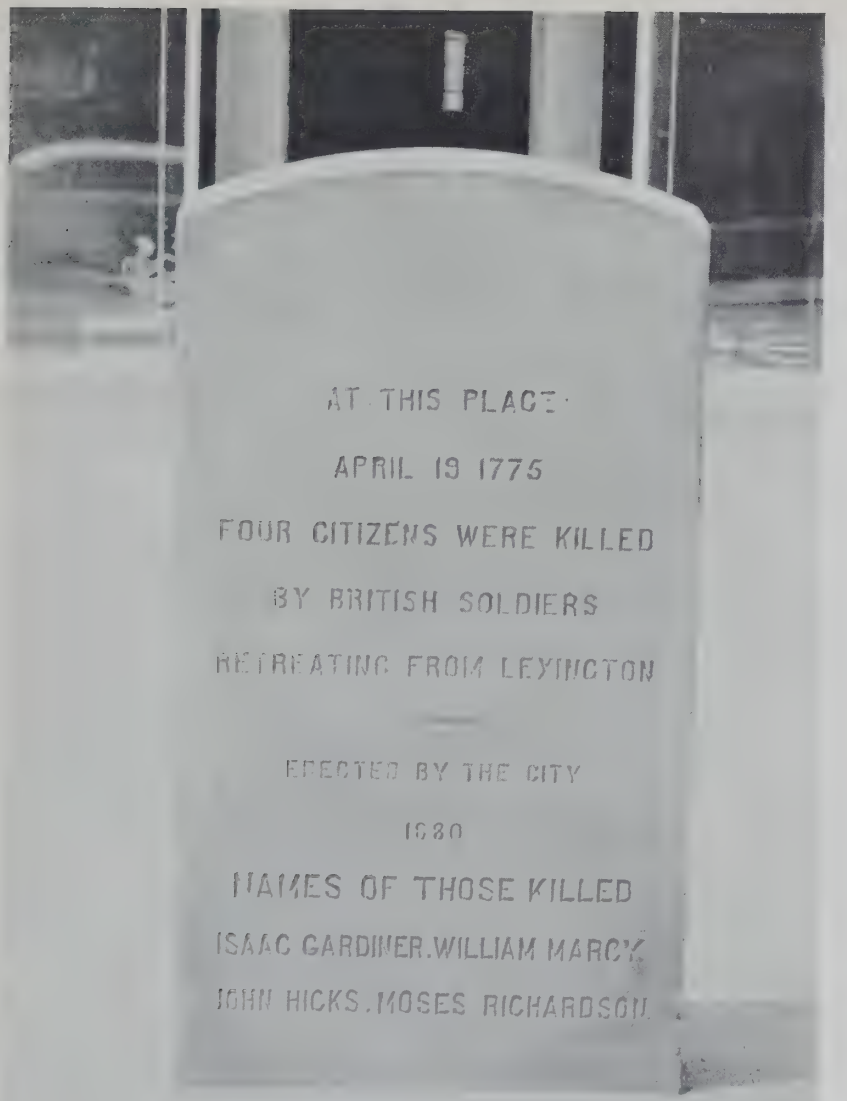
Butler's Hill, now known as Dana Hill, where Dana and Harvard Streets intersect, was the location of a fort that commanded the flat lands of Cambridge between Butler's Hill and Prospect Hill, Somerville.



LECHMERE POINT LANDING

NEAR THIS SPOT
800 BRITISH SOLDIERS
FROM BOSTON COMMON
LANDED APRIL 19TH, 1775
ON THEIR MARCH TO
LEXINGTON AND CONCORD

The British Tenth Infantry, commanded by Lieutenant Colonel Francis Smith, landed at Lechmere Point, East Cambridge, early in the morning of April 19, 1775, to begin its famous march to Lexington and Concord via the causeway, now Gore Street. The alarm, given from the Graves House, sent Captain Samuel Thatcher's company of Cambridge minute-men to face Major Pitcairn and his British Regulars at Concord. This historic spot where the British soldiers landed is noted by an inscribed stone tablet which stands in the courtyard on Otis Street near Second Street.



THE SKIRMISH AT RINDGE AND MASSACHUSETTS AVENUES

AT THIS PLACE
APRIL 19, 1775
FOUR CITIZENS WERE KILLED
BY BRITISH SOLDIERS
RETREATING FROM LEXINGTON
NAMES OF THOSE KILLED

ISAAC GARDINER
JOHN HICKS
WILLIAM MARCY
MOSES RICHARDSON

Although the military events of the 19th of April, 1775, are known as the battles of Lexington and Concord, the fiercest fighting of the day took place as the British soldiers retreated through West Cambridge. More than half of both American and British casualties occurred in this city. An engraved stone on the southerly side of Massachusetts Avenue near Rindge Avenue marks the spot where four minutemen gave their lives for our independence on April 19, 1775.

Statistical Tables

Distribution of Pupils by Age and Grade

● 1958

AGES

Grade	Sex	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Ov.21	Totals
Kdg.	M	284	373	1																	658
	F	282	319	3																	604
I	M		153	332	55	9															549
	F		169	285	37	4	1	1													497
II	M			123	242	93	12	1													471
	F			146	215	48	6														415
III	M		1		103	230	75	26	3	2											440
	F				113	201	47	14	2												377
IV	M				1	74	225	73	31	5											409
	F				1	111	205	56	10	3	2										388
V	M						106	213	90	23	4	2									438
	F						122	201	58	15	4										400
VI	M							90	201	71	26	5	3								396
	F						1	117	235	68	16	3									440
VII	M								116	173	79	32	5								405
	F								133	175	56	16	6								386
VIII	M								1	60	141	75	30	2							309
	F									95	160	53	17	1							326
IX	M										108	174	99	20	1						402
	F										123	178	58	10		1					370
X	M											135	199	66	13	2			2		417
	F											129	180	44	5						358
XI	M											1	103	184	74	9	2		1	1	375
	F											1	158	176	34	3	2				374
XII	M												4	100	138	48	17			2	309
	F													108	109	18	5				240
P.G.	M														11	4	2	1		1	19
	F																1	1			2
Voc. Schs.	M											26	38	24	2						90
	F										1	16	11	3							31
Ungraded	M				2	9	7	10	14	13	16	10	10	1							92
	F			1	3	3	4	5	9	10	7	8	4		2						56
Totals	M	284	527	456	403	415	425	413	456	347	374	460	491	397	239	63	21	1	3	4	5,779
	F	282	488	435	369	367	386	394	447	366	369	404	434	342	150	22	8	1			5,264

Grand Total 11,043

AGE GROUPS

5 years or over and under 7

Boys 983 Girls 923 Total 1,906

7 years or over and under 16

Boys 3,784 Girls 3,536 Total 7,320

Statistics of Our Schools by Classes 1958

1958 CLASS STATISTICS

October 1, 1958

Enrollment Chart by Grades

Grade	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958
I	1,135	1,005	997	1,166	1,198	1,079	1,017	1,014	998	1,046
II	949	967	884	841	976	969	891	871	867	886
III	815	880	893	812	827	921	917	877	821	817
IV	696	815	821	842	779	751	878	896	838	797
V	759	696	790	799	901	747	701	852	858	838
VI	732	723	651	689	782	759	710	660	831	836
VII	724	699	657	640	677	749	707	693	662	791
VIII	695	654	654	611	584	626	679	667	655	635
IX	797	800	751	815	796	790	790	933	796	772
X	771	744	772	708	741	698	640	722	805	775
XI	760	690	725	689	595	666	567	477	639	749
XII	688	605	559	601	568	550	559	505	466	549
P.G.	45	14	17	15	21	14	8	29	23	21
Ungraded										148

Number of Pupils in the High and Vocational Schools

Grade	IX	X	XI	XII	P.G.	Total
High and Latin	422	511	552	373	14	1,972
Rindge	250	264	197	176	7	894
Boys' Vocational	ungraded					90
Girls' Vocational	ungraded					31

October 1, 1958

NUMBER OF PUPILS IN THE GRAMMAR SCHOOLS

DECEMBER, 1958

Grade	Boys	Girls	Total
Eighth	297	322	619
Seventh	407	382	789
Sixth	405	437	842
Fifth	437	391	828
Fourth	406	381	787
Total	1952	1913	3865
Ungraded	112	70	182
Total	2064	1983	4047

NUMBER OF PUPILS IN THE PRIMARY SCHOOLS

DECEMBER, 1958

Grade	Boys	Girls	Total
Third	437	377	814
Second	468	414	882
First	556	483	1039
Total	1461	1274	2735

NUMBER OF PUPILS IN THE KINDERGARTEN

DECEMBER, 1958

Boys	656
Girls	601
Total	1257

GRADUATE FOLLOW-UP STUDY

RINDGE

CLASS OF 1958

Questionnaires sent	127		
Responses	127		
Percent of those who replied	100%		
Further Education (full time)		34	26.77%
Colleges and Universities	24		
Technical Institutes	6		
Post Graduates	1		
Prep Schools	2		
Junior College	1		
	34		
Employed (full time)		47	37.01%
Armed Services		25	19.69%
Employed (part time)		7	05.51%
Unemployed		14	11.02%
TOTALS		127	100.00%

RINDGE

DISTRIBUTION OF GRADUATES IN INSTITUTIONS OF LEARNING

Colleges and Universities		34
Boston College	5	
Boston University	3	
Harvard	2	
M.I.T.	1	
Northeastern	7	
Suffolk	4	
Tufts	1	
Villanova	1	
Technical Institutes		
Coyne Electrical and Technical	1	
East Coast Aero	1	
Rochester Institute of Technology	1	
Wentworth	3	
Prep Schools		
Newman Prep	2	
Junior College		
Boston University Junior College	1	
Miscellaneous		
Post Graduate		
C.H.L.S.	1	

EMPLOYMENT DISTRIBUTION OF GRADUATES

RINDGE

Assembly	2	Office Work	2
Assistant Parts Manager	1	Office Boy	3
Car Jockey	1	Order Clerk	1
Clerical	1	Orderly	1
Driver	1	Photo Lab. Work	1
Electronics Mechanic	1	Printing	2
Factory	1	Shipping	4
General	1	Supervisor	1
Helper	1	Tester	1
I.B.M.	2	Traffic and Maintenance	1
Laminator	1	Typing	1
Library Clerk	1	Stock Clerk	5
Material Handler	1	Wiring Technician	1

Type of Work Not Reported 8

EMPLOYERS OF RINDGE GRADUATES

Accoustics Research	First National Stores
American Auto Parts	Gilchrist Co.
Asquith Motors Inc.	J. L. Hammett Co.
Automatic Radio Mfg. Co. Inc.	Harvard University
Badger Manufacturing Co.	Holy Ghost Hospital
Belluche Photo Service	A. R. Hyde & Sons
Bradford Novelty	Jiminy Cricket Travel Service
Commonwealth of Massachusetts	Krohn Hite Corporation
Cuneo Press	A. D. Little
Epsco Co.	Mass. Institute of Technology
Frank J. Facey	McSharf Co.
Wm. Filene & Sons	Mortons' Inc.

OBTAINED JOBS THROUGH SCHOOL PLACEMENT OFFICE:

	Number	*Percent*
Yes	3	6.38
No	44	93.61
Requests for new jobs	11	23.4

SPECIAL STUDY OF COLLEGE COURSE

Graduated from College Curriculum 41

Attending College or Other Schools

	Number	*Percent*
College	24	58.54
Other Schools	6	14.63
Service	3	07.31
Employed	5	12.19
Unemployed	1	02.46
Part Time Work	2	04.87
	41	100.00%

SUMMARY REPORT OF OUR TESTING PROGRAM: 1958

1. *Group Achievement Tests*

American Achievement test Grade 8	643	
Stanford Achievement Tests Grade 6	821	
Total		1464

2. *Group Reading Readiness Test*

Metropolitan Readiness Test Grade 1		1040

3. *Group Intelligence Tests*

Grade 4	Otis Beta	832	
Grade 5	Otis Beta	851	
Grade 6	Otis Beta	889	
Grade 7	Otis Beta	646	
Grade 8	Otis Beta	566	
	Total		3784

4. *Individual Intelligence Tests* 289

Kindergarten through grade XII
Binet-Form L W.I.S.C.
Wechsler-Bellevue I W.A.I.S.

5. *Individual Achievement Tests*

Grade I through grade XII 198
Mass. School Subject Tests
Stanford Achievement Tests

6. *Other Individual Tests* 264

Kindergarten through grade XII
Projective Interest Aptitude
Study Habits Personality

PSYCHIATRIC CLINIC CASES — January to December 1958

Number Pupils screened by Psychologists 289
Number Individual Pupils Referred to Psychiatrist

	Boys	Girls	Total
New Cases	42	19	61
Continuing Cases	19	6	25
	61	25	86

Total number different pupils seen by psychiatrist 86

Number of Interviews with Psychiatrist

Diagnostic Interviews	61
Treatment Interviews	154
Parent Interviews	93
Other than Parent (Ex. aunt)	7
*Pupils alone (9)	—
Total Interviews	315

*Such pupils came only with consent of parents, and with family history supplied by school.

RANGE OF GRADES

Kindergarten Through Grade 12 Including Classes For Retarded

GRADE	K	1	2	3	4	5	6	7	8	9	10	11	12	Lower Special	Upper Special
No.	2	4	4	7	6	6	8	1	4	14	12	6	5	5	2

RANGE OF CHRONOLOGICAL AGES

Age 5 years to 18 years

C.A.	5	6	7	8	9	10	11	12	13	14	15	16	17	18
No.	2	2	3	6	6	4	9	3	8	15	15	10	2	1

CONTINUING CASES

1954	1
1955	8
1956	5
1957	11
	25

Follow-up on these cases and others is done through visits to the Psychiatrist, written and telephoned reports from parent, school, or outside agency.

CONFERENCES

Staff Conferences	66
Other Conferences	
Dr. Straccia and one or more members of school personnel	22
Dr. Straccia and outside agency	4
	92

There are also numerous conferences between one or more members of the Bureau with student, parent, teacher, Master, or other member of school personnel.

1959

ANNUAL REPORT

The Cambridge

Massachusetts

Public Schools

1959

ANNUAL REPORT

of the

SCHOOL COMMITTEE

and the

SUPERINTENDENT OF SCHOOLS

Cambridge, Massachusetts . . . *"The University City"*

The School Committee

January 1, 1958 to December 31, 1959

Chairman

Mayor Thomas M. McNamara
234 Broadway

Vice-Chairman

James F. Fitzgerald, Esq.
137 Otis Street

Anthony Galluccio, Esq.
56 Concord Avenue

Daniel J. Hayes, Jr.
23 Norris Street

Mrs. George W. Ogden, Jr.
33 Linnaean Street

Judson T. Shaplin, Ph.D.
182 Upland Road

Edward T. Sullivan
4 Kassul Park

Officers of the Cambridge School Committee

Superintendent of Schools

John M. Tobin . . . . . 76 Fresh Pond Lane

Assistant Superintendent of Schools

Edward J. Danehy . . . . . 37 Yerxa Road

Secretary to the Superintendent of Schools

John R. McCarthy . . . . . 198 Rindge Avenue

Secretary to the School Committee and Business Agent

Edward J. O'Connell . . . . . 49 Fayette Street

Assistant Business Agent

Gerald T. Liston . . . . . 151 Magazine Street

Chief Custodian

William J. Fitzgerald . . . . . 79 Reservoir Street

The School Calendar

1959 – 1960

1st Term
September 10 - December 23, 1959

2nd Term
January 4 - February 19, 1960

3rd Term
February 29 - April 14, 1960

4th Term
April 25 - June 24, 1960

1960 – 1961

1st Term
September 8 - December 23, 1960

School Holidays

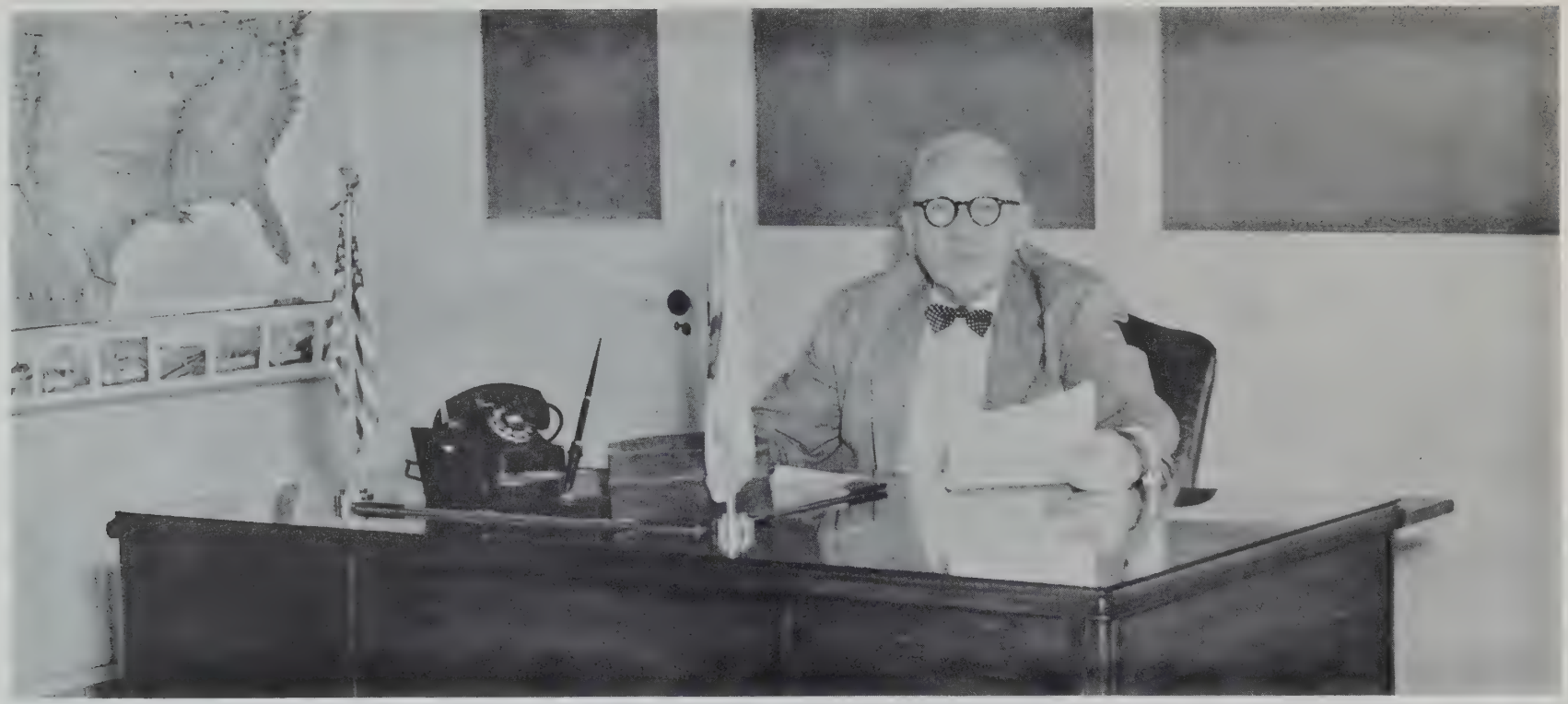
Columbus Day; Armistice Day; Thanksgiving Day and the day following; Washington's Birthday; Good Friday; Patriots' Day; Memorial Day; and the Seventeenth of June. If one of these holidays falls on Sunday, the schools are closed on the following day.

Offices at 1700 Cambridge Street

Offices open from 9 o'clock A.M. to 5 o'clock P.M. every day, excepting Saturday.

Evening Schools

There are two terms of the evening schools. The first term begins on the second Tuesday of October and closes one week previous to the closing of the day schools for the Christmas holidays. The second term begins on the first Tuesday of January, except when that day falls on New Year's Day, in which case it begins on the Thursday following New Year's Day, and continues for at least twenty-five evenings. Vacations and holidays are the same as in the day schools.



To the Honorable, the School Committee:

I submit herewith my fifteenth annual report which is the ninety-second in the series of annual reports by the Superintendent of Schools and the one hundred twentieth in the printed reports of the School Committee of Cambridge.

Our sixth grade classes for the academically talented met for the first time on February 2, 1959. Twenty boys and girls, whose homes were located east and south of Harvard Square, gathered at the Fletcher School; thirty-one boys and girls, whose homes were located west and north of Harvard Square, gathered at the Agassiz School. This date marked the start of a program whose planning began in November 1957, eleven months before Sputnik I was blasted from its launching pad somewhere in the Soviet Union to startle the world and to set off an avalanche of criticism of the content and method of American elementary and secondary education.

Actually, classes for the academically talented are not an innovation in the Cambridge Public Schools. The renowned Albert Bushnell Hart headed a sub-committee of the 1892 School Committee which recommended then that a special teacher without grade spend time also with small classes of "quick pupils, who can thus be helped on in the more rapid course." (Annual Report 1892. P. 10.)

It is this last phrase, "the more rapid course", which provides the clue to that era's philosophy and practice with respect to the education of the academically talented. Acceleration is the term which best describes these — a procedure which, Dr. Hart's subcommittee claimed. "has the merit of simplicity and flexibility."

> "Instead of one six year's (grammar school) course for all pupils, the course of studies is to be sub-divided in two ways:

one division to require six years and one to require four, but the ground covered to be the same in both cases." (Annual Report, 1892. Pp. 13-14.)

Although acceleration in some subject-matter areas, mathematics for example, may be difficult to avoid, our emphasis in 1959 differs radically from that in 1892. While the material covered in our classes for the academically talented is the same as that covered in, what may be called, the regular grade, the coverage in the former is greater in depth. Work classified as enrichment in a regular grade is the normal requirement in our present day classes for the academically talented.

Why do we not, then, keep the academically talented in the regular classroom and provide for his individual differences by especially tailored enrichment assignments? Simply because the principles of group dynamics and individual psychology lead us to believe that the academically talented are more likely to work to capacity if they are grouped together. Of course, in such a setting, competition, at a level not to be found in the regular classroom, will prove to be a powerful motivation for working to capacity. This is good. In our socio-economic setting, it is virtuous even, when kept within reasonable bounds. Competition, however, is obviously an external motivating force — one which contains the seeds of its own destruction as well as those of an over-aggressive personality. But we do believe that the competitive spirit can be controlled by internal motivating forces through the acquisition, the practice, and — thereby — the development of those values which make a high order of intellectual endeavor and achievement of great importance to the individual and to the group.

Children, like adults, are social beings; belongingness, social acceptance is of major psychological importance to each of us. Acceptance is sought and won by the individual and it is granted by the group only when the goals and the ideals of each are perceived by both as being identical. The academically talented are so few and are usually so completely immersed in a sea of average learners that the former frequently perceive average intellectual endeavor and achievement as the group's goal, or ideal. Therefore, to win the all important acceptance by the group, the academically talented more often than not concentrate their efforts on acquiring "good respectable 65s", as one extraordinarily talented pupil phrased it.

"Behavior must first be changed if an attitude is to be changed" is a basic psychological principle which has application here. We believe that if we can place the academically talented in a school-social situation in which high intellectual endeavor and achievement is normal or usual behavior, we will have placed him in the way of acquiring, practising, and thereby, developing those attitudes which make such a high level of intellectual endeavor and achievement important to him and to his group.

This, then, is the psychological basis upon which we stand in grouping our academically talented pupils together in grade six. It, in turn, is based upon a philosophy of education which is as valid today as it was when it was formulated by Dr. Hart and the members of his sub-committee in 1892.

> "The City of Cambridge has never accepted the principle that democratic equality requires abler members of the community to learn no more than those less favored by nature. True democratic equality consists in the right of each child to have his mind developed to the extent of his abilities and of his industry." Annual Report, 1892. P. 14.

The industry of the boys and girls in our classes for the academically talented has been more than satisfactory and is a vindication of the validity of the psychological premises upon which we acted in gathering these children together. There have been withdrawals from these classes but in no case have we requested that a child be withdrawn for under-achievement or any other reason. Such withdrawals as there have been are attributable to removals from the city; illnesses, recurrent or prolonged, which made it impossible for individuals to keep up, or to catch up, with the group; failure to adjust to the new environment, specifically to the absence of long-time friends even though get-acquainted activities were provided to bring the academically talented newcomer into immediate social contact with his new class-, age-, and school-mates. There was one withdrawal because of dissatisfaction with the program but this occurred within one month of the start of the program — a trial period so brief as to render the criticism invalid.

Several of the classes of academically talented pupils were asked by their teachers to list their reactions to the program. There follows

a sampling of these comments. Advantages: "You Go Into Subjects Deeper." "You Learn Meaningful Methods." "You Get to Work on Interesting Projects." "Group Work Leads to Good Relations and Friends." "You Move Forward while Those who Need Special Help Get It." "You Mix with Other Smart Children so You Won't Feel Superior." "You Make New Friends." "The Class Is Never Boring — There Is Always Something to Do." "You Get More Experience in Problem Solving." "It Gives You a Good Room Library."

"Travel by Bus", "Week-End Extension of Work", "Too Much Homework", "Not Enough Recess Time", "Word Report Cards" — were listed among the disadvantages.

In its report, which is printed elsewhere in this report, The Committee on the Education of the Gifted recommended the establishment of two classes for the academically talented at the sixth grade level. The number of pupils eligible for admission to these classes in September 1959 was so great that your Honorable Body was requested to, and did, lift the restriction on the number of these classes. We now have four sixth grades for the academically talented: one each at the Agassiz, Fletcher, Longfellow and Peabody Schools. The two seventh grades for these children are located at the Agassiz and Fletcher Schools, respectively.

The teachers assigned to these classes have been meeting in a Workshop once each week since early in the Fall. They are working out curriculum problems and methods of reporting pupil progress to parents. They are, also, looking closely at the type of pupil our current selection procedure is directing into these classes. It may very well be that this Workshop will recommend changes in this procedure. Any such changes, of course, will be brought to the attention of the School Committee for action.

In conclusion, I wish to express publicly to the Assistant Superintendent of Schools, the Headmasters, Masters, Directors, Teachers and all other employees my sincere appreciation for their co-operation, assistance and support. I wish, also, to express my deep gratitude to His Honor, the Mayor, and to the members of the School Committee who have given their time so generously, and who have been so co-operative with their advice and counsel.

John M. Tobin

Superintendent of Schools

GREATEST POWER ON EARTH

Brainpower! Manpower staffs our plants and offices. Horsepower turns our turbines, speeds our wheels. Machinepower produces our goods . . . builds bridges, roads, pipelines. But none could exist without that greatest energy of all . . . Brainpower! — From an advertisement published by Tennessee Gas Transmission Company.

Making allowances for human imperfections, I do feel that in America the most valuable thing in life is possible, the development of the individual and his creative powers. — Albert Einstein.

Upon the education of the people of this country, the fate of this country depends. — Benjamin Disraeli.

24 STUDYING RUSSIAN AT CAMBRIDGE HIGH

By Gail Kredenser

The classroom at Cambridge High and Latin was quiet except for the chalk squeaking across the blackboard.

After each student had written his assigned word on the board and returned to his seat, the teacher pointed to the first group of carefully drawn characters.

"Pravil'no . . . ne pravil'no?" she asked in Russian.

Error Detected Word Rewritten

The student who had written it waited uneasily while his classmates decided whether the Russian spelling was correct. When a sharp-eyed young lady detected an error, the word was rewritten and the class repeated it until they had mastered the difficult pronunciation.

The 24 juniors and seniors enrolled in the Russian course are learning the language by a method dubbed "Language Through Pictures," which differs greatly from the traditional high school way of teaching languages.

Formally called the "Graded Direct Method of Elementary Language Instruction," the new approach was developed at Harvard University by Prof. Ivor A. Richards, chairman of the board of Language Research, Inc., a non-profit research foundation, and his associate, Christine Gibson, president of the organization.

In September, when the students took their seats for the first lesson, their teacher, Miss Evelyn Jasiulko, greeted them in Russian. Most of the teaching is done in Russian. The students began by learning simple declarative sentences containing a minimum of number of letters.

Alphabet Has 32 Letters

Through the use of easily understood pictures, the class learns to associate actions and words, and through constant use of necessary phrases, the boys and girls develop confidence in their growing ability to use the language.

"We must go slowly because Russian, unlike French or Spanish, entails learning a new alphabet of 32 letters," said Miss Jasiulko. "We teach the class one letter at a time, after they have learned the ones necessary for basic conversation."

Unlike the classical way of teaching a language, the students do not have formal grammar lessons, nor do they memorize vocabulary lists. During the hour-long class, they may learn several new words as well as grammatical construction — but, as part of the conversation designed by the teacher.

New words are placed under the proper pictures in a workbook, and the students take notes on new material. When the time comes to learn the rules of grammar, the student's task will be made easier because he has been using these rules in class conversations.

Pronunciation Hardest Thing

"The hardest thing for me is the pronunciation," said student Katherine Delaney.

"Some of those words are tongue-twisters."

Her classmates were quick to agree.

"It's not easy to convert the sounds into the Russian alphabet," added Elizabeth Sutton.

"It's hard, but it's fun, too. We hear so much about Russia these days, this course will be good background for further study."

Miss Jasiulko works in close co-operation with Prof. Richards and Christine Gibson, for out of her teaching experiences will come the design for the new "Russian Through Pictures" book. She must find the most effective picture sequences and related words by watching the learning rate of her students.

She stepped to the blackboard and drew two stick figures.

"Malchik," she said, pointing to one, obviously a small boy. "Dyervushka," she said, referring to the other, a pigtailed girl.

She looked at the student in the first seat, first row. "Malchik," she said, asking the girl in Russian to repeat the word.

"Mal-chik," came the hesitant but well-pronounced response.

Up and down the rows went the new words, until the teacher came to a young man at the back of the room. He tried, but failed to fit the difficult sounds together properly.

"You can do it," urged Miss Jasiulko, whose patience was limitless. She repeated the new words for him.

His face reflected his effort, but he paused too long, and the words eluded him. "I forgot," he said with a rueful grin.

His classmates laughed, but with him, rather than at him, for each student had gone through a similar experience. Although their

turns had passed, they whispered the new words to themselves, to make sure they had them right.

The class meets twice a week at 2 p.m., after regular classes are dismissed for the day. The new method will provide them with a basic vocabulary on which to build and the ability to formulate sentences according to situations in which they may find themselves.

Boston Traveler, Tuesday, Jan. 27, 1959.

March 10, 1959

Mr. John M. Tobin
Superintendent of Schools
Cambridge 38, Mass.

Dear Mr. Tobin:

I desire to call to your attention the Report on Foreign Language in the Elementary School.

The Committee appointed by the Superintendent to survey the possibility of introducing the study of a foreign language in the elementary schools makes the following recommendations based upon a survey of current practices in comparable communities, of current trends in educational research, and upon personal studies:

I. Evidence from many sources justifies the recommendation that a foreign language become a part of the elementary school curriculum for pupils who can profit from such a study. This committee recommends, therefore, that a foreign language be introduced into all schools in the fall of 1959 as a pilot study, experimentally structured, in the belief that an antecedent-consequent relationship may be created. From these data a more valid judgment for the local situation could be made.

General investigation justifies the conclusion that the earlier a child is exposed to the study of a foreign language the easier it is for him to master it. It is unfortunately true, however, that practical factors must be considered, such as the laws of learning and child growth, of teacher availability, and the safety of the pupils involved, therefore, this committee recommends that the program begin initially in the fourth grade. At this grade level all factors to be considered are seemingly in such balance that prediction of success for the children participating is justified.

This committee further recommends that participation of pupils in the program in its first phase as a pilot study should be selective and voluntary. We suggest the following criteria as a guide in this selection:

1. General aptitude and achievement in reading based upon his primary grade record in this area including objective test data.
2. Recommendation of his third grade teacher.
3. Pupil interest.
4. Parental consent.

We propose further that one hour a week be allotted to this language study, part of which should be on the student's time, i.e. after regular school hours. This time may be divided into 3 twenty minute periods, 2 recess and 1 twenty minute period after school, or two half hour periods; 1 during recess, 1 after school.

This committee recommends that French be the language introduced into the elementary schools for this study. French is selected for the following reasons:

1. It is the accepted international language.
2. It is the most common second language.
3. French instructors are more readily available.

II. A recommendation without a plan to implement it is of limited value. Moreover, we are aware that the success of this program ultimately depends upon the ability, interest, and enthusiasm of the teachers. We recommend, therefore, that a refresher workshop be established for qualified elementary school teachers who express an interest in this project. It is our suggestion that Miss Gertrude Parsons be asked to conduct this workshop. Miss Parsons' qualifications are outstanding.

We further recommend that membership in this workshop be limited to 20 teachers but that each school have representation in the workshop if possible.

III. The success of the introduction of a foreign language into the elementary school course of study also depends upon planned continuity. This committee, therefore, further recommends that a second workshop for teachers be conducted during the school year 1959–1960 to insure continuity.

IV. We further suggest that an evaluation of the program be made in the spring of 1960.

Sincerely yours,

(Signed) Edward A. Conley, *Chairman*

Anna G. McCarthy, Fletcher School
L. Frances Young, Kelley School
Regina B. Key, Houghton School
Marietta R. Mahoney, M. E. Fitzgerald School

Office of The
SUPERINTENDENT OF SCHOOLS
1700 Cambridge Street
Cambridge 38, Massachusetts
JOHN M. TOBIN, *Superintendent*

December 2, 1959

TO THE MASTERS OF ELEMENTARY SCHOOLS:

The School Committee was notified on December 1st, 1959 that the formal workshop to train selected personnel to teach French in the fourth grade has been successfully completed. These teachers, I have been informed, are now ready to introduce our French program for this grade utilizing "Parlons Français" as an aid.

It was recommended by the Committee on Foreign Language in the Elementary School that all fourth grade pupils be allowed to have the opportunity of studying French until a more comprehensive selection is made. The children should have French for one hour a week — either 3-twenty minute periods or 2-thirty minute periods — in addition to the television program.

This proposal has been accepted by the School Committee.

The Superintendent would like this program to start during the week of December 7, 1959.

The administrative problems created by this program are, I am aware, many and complex. This is particularly true in the larger schools. It is, therefore, necessary that each school establish a schedule practicable to its needs. Kindly forward to my office a copy of this program on, or by, December 11th, 1959.

It is the Superintendent's belief that the following suggestions should be practiced when possible:

1. that this instruction should be by individual class, not grade;
2. that, whenever possible, the fourth grade students should move to the teacher in charge of the program that an environment may be created in a section of the room which will aid in creating a positive learning atmosphere. (Schools with a room not currently in use would do well to consider establishing a language room.);
3. that the teacher in this program meet with Miss Parsons informally on alternate Mondays that the program may be constantly evaluated;
4. that the Masters observe and evaluate the program as often as possible. It is the Superintendent's hope that he will be kept fully informed on the progress of the instruction, strengths as well as weaknesses.

May I ask each Master to thank those who participated in the workshop? I am aware of the effort, work, and time these teachers gave to this program. This dedication augurs well for the ultimate success of our program.

JOHN M. TOBIN, *Superintendent of Schools*

A Demonstration Class at the Modern Language Workshop for Elementary School Teachers

Office of The

SUPERINTENDENT OF SCHOOLS

1700 Cambridge Street

Cambridge 38, Massachusetts

JOHN M. TOBIN, *Superintendent*

December 16, 1959

TO THE MASTERS:

Kindly call the following notice to the attention of the teachers in your building:

TO TEACHERS OF GRADES FOUR TO EIGHT

Workshops for teachers of grades 4–8 inclusive, on the subject, "Enrichment in the Regular Classroom," will begin on Monday, February 1, 1960 at three o'clock. It is hoped that each teacher of these grades will arrange to attend. Increment credit will be granted to those who meet the requirements of the Staff Council on Personnel Development.

First Meeting . . . February 1, 1960 at three o'clock.

GRADE	PLACE	LEADER
4	Haggerty School	Mrs. Mary R. Mulcahy
5	Russell School	Mr. William J. Cunningham
6	Peabody School	Mr. Raymond G. D'Arcy
7	Wellington School	Mr. Kenneth W. Goepper
8	Roberts School	Mr. Francis J. Carney

JOHN M. TOBIN, *Superintendent of Schools*

ORIENTATION PROGRAM

FOR BEGINNING TEACHERS — 1959

SEPTEMBER 28

Greetings from the Superintendent . . . . . Dr. John M. Tobin
Superintendent of Schools

A Good Beginning . . . . . Mr. William F. Foley
Master of the Longfellow School

September 30

School Records . . . . . Mr. William J. Cunningham
Master of the Russell School

October 5

Report Cards . . . . . Mr. Francis J. Carney
Master of the Roberts School

October 7

Character Training through Discipline . . . Dr. Gunnar E. Haugh
Master of the Webster School

October 14

An Attractive Classroom . . . . . Mr. Francis X. Mahoney
Master of the Kelley School

October 19

The Use of Supplies . . . . . Mr. John J. Balfe
Master of the Houghton School

October 21

The Exceptional Child . . . . . Dr. Ruth F. Boland
Director of Pupil Services

October 26

The Cambridge School System . . . . . Mr. Edward A. Conley
Master of the Agassiz School

October 28

Teacher Benefits . . . . . Mr. John F. Toomey
Master of the Putnam School

November 2

Making Use of Community Resources . . Mr. Kenneth W. Goepper
Master of the Wellington School

November 4

The Guidance of Extra Class Activities . . Mr. Raymond G. D'Arcy
Master of the Peabody School

November 9

The Teacher Personality . . . . . Mr. John J. Sullivan
Master of the Thorndike School

November 16

The Teaching of Reading . . . . . Mrs. Mary Mulcahy
Master of the Haggerty School

November 19

The Teaching of Arithmetic . . . . . Mr. Louis N. Fougere
Master of the M. E. Fitzgerald School

November 23

The Teaching of Science . . . . . Mr. David E. Hockman
Master of the Morse School

November 30

The Music Program . . . . . Dr. James W. Anderson
Director of Music

December 2

The Teaching of Penmanship . . . . . Miss Elizabeth Butler
Director of Primary Education

December 7

The Health Program . . . . . Mr. Charles H. Cremens
Director of Health, Safety Education

December 9

The Physical Education Program . . . . Mr. Joseph A. Kozlowsky
Director of Physical Education

December 14

Audio Visual Aids . . . . . Mr. Edward F. Hurley
Director of Audio Visual Education

December 16

Meeting the Emotional Need of Children . . Dr. Frank A. Straccia
School Psychiatrist

SCHOOL AND COMMERCE DAY

Sponsored by the Exchange — Kiwanis — Lions and Rotary Clubs of Cambridge also the Cambridge Chamber of Commerce in co-operation with the School Department, a Vocational Program for the High School Youth of Cambridge. Thursday, April 9, 1959.

PROGRAM

Leslie L. Cleveland Auditorium, Cambridge High and Latin School.

Chairman: Fred F. Stockwell, *President of the Cambridge Chamber of Commerce.*

Speakers: Hon. Thomas M. McNamara, *Mayor of Cambridge;* John M. Tobin, *Superintendent of Schools;* Walter Milligan, *President of the Senior Class, Cambridge High and Latin School;* Frank R. Johnson, *President of the Senior Class, Rindge Technical School.*

Guests: John J. Curry, *City Manager of Cambridge;* Edward J. Danehy, *Assistant Superintendent of Schools.*

Charles H. Aaronian, *President of the Exchange Club of Cambridge;* Robert F. Douglas, *President of the Kiwanis Club of Cambridge;* Thornton E. Lallier, *President of the Lions Club of Cambridge;* Albert O. Wilson, Jr., *President of the Rotary Club of Cambridge.*

Francis T. McCabe, *Headmaster, Rindge Technical School;* John J. Sheehan, *Headmaster, Cambridge High and Latin School;* Dr. Ruth F. Boland, *Director of the Bureau of Pupil Services.*

The President of the Chamber of Commerce

"The responsibility of the Chamber of Commerce is, as I conceive it, to support, and frequently to lead, the necessary and continuing fight to preserve freedom of enterprise and to aid in the conservation of human as well as industrial resources.

"In quite an important way we uphold the right to freedom of choice when we support this excellent community program which seeks to eliminate the trial and error method of job exploration which in terms of the national economy is prohibitively costly and extravagantly wasteful." — Fred F. Stockwell.

The Mayor of Cambridge

"School and Commerce Day which gives the seniors of our two high schools an opportunity to evaluate themselves, to study the characteristics and the requirements of jobs in Cambridge, to develop realistic vocational outlooks, and to make wise occupational decisions has my heartiest support. I congratulate all our fine, civic-minded groups that have made this splendid program possible."—Hon. Thomas M. McNamara.

The City Manager

"With the increasing emphasis being placed upon the identification and encouragement of the talented, it becomes more crucial that time and opportunity be provided to insure adequate occupational information for our high school youth who are about to enter working life.

"I recognize that School and Commerce Day cannot possibly provide all the vocational information that is necessary, but it can and does give our young people a chance to learn that in Cambridge, with its diversified industries, there may be jobs for all of them." — John J. Curry.

The Superintendent of Schools

"A natural resource is only as valuable as its owners desire it to be. We, in the United States, believe and practice the principle that our natural resources must be protected and maintained. As you demonstrate today you are aware that not only must our natural resources be preserved but, more importantly, you are aware that of all our resources, our most precious is our youth. This recognition is based upon our awareness that not only must our past with its magnificent traditions be maintained by our youth but also our realization that our future, and the ideals of the free world, depend on our junior citizens. It is a happy omen for our combined futures that all of us are here today." — John M. Tobin.

The President of the Exchange Club

"One of the most important (if not the most important) decisions which a person growing up in our country has to make is: 'What will I do for my life's work?' This program, I earnestly believe, plays a major role in stimulating young people to view critically the world of work about them and to make wise occupational choices." — Charles H. Aaronian.

The President of the Lions Club

"When occupational decisions are the result of impulse rather than plan, errors are inevitable, and they are always costly. School and Commerce Day has much to offer by way of prevention in aiding students to develop thoughtful, constructive attitudes towards work and helping them to make the transition from school to job an upward step." — Thornton E. Lallier.

The President of the Kiwanis Club

"In the complex world of work in which they live, choosing a vocation — particularly one which will offer them success and satisfaction — is a formidable challenge for most young people.

"At this point, School and Commerce Day tries to assist them with their vocational plans by demonstrating to them that in Cambridge the pursuit of the right job is not such a hopeless task after all." — Robert F. Douglas.

The President of the Rotary Club

"I feel that School and Commerce Day makes an important contribution to the seniors of our high schools because the program provides an opportunity to learn about Cambridge industry, to formulate realistic goals, and to chart courses of action consistent with their capabilities and limitations. The Rotary Club of Cambridge is pleased to continue its support of this program." — Albert O. Wilson, Jr.

Participating Concerns: The Adley Express Company, Inc., B. B. Chemical Company, Baird-Atomic, Inc., The Blanchard Machine Co., Brigham's, Inc., Godfrey L. Cabot, Inc., Cambridge Chronicle-Sun, Cambridge City Hospital, Cambridge Electric Light Company, Cambridge Police Department, Cambridge Trust Company, Cambridgeport Savings Bank, The Carter's Ink Company, County Bank and Trust Company, The Cuneo Press of New England, Inc., Andrew Curcio Advertising Company, Daggett Chocolate Company, The Eddy-Rucker-Nickels Company, Harvard Cooperative Society, Harvard Trust Company, Harvard University, Hotel Commander, Inc., Hotel Continental, Houghton-Mifflin Co.-The Riverside Press, Lever Brothers Company, Arthur D. Little, Inc., Massachusetts Institute of Technology, New England Confectionery Company, New England Telephone & Telegraph Company, Porter Chevrolet, Inc., Sears, Roebuck & Co., Simplex Wire & Cable Co., A. O. Wilson Structural Co., Wendell Wilson, United-Carr Fastener Corp.

General Committee: Fred F. Stockwell, *Chairman;* Charles H. Aaronian, Ruth F. Boland, Henry O. Delaney, Robert F. Douglas, Thornton E. Lallier, Edmond J. Murphy, Richard D. Muzzy, Richard W. Pheeney, Dana Sidelinger, Robert B. Snow, Frank H. Townsend, Albert O. Wilson, Jr.

Acknowledgment: The Committee wishes to express its deep appreciation to all who have contributed to the success of this program; in particular, the cooperating firms, the Rindge printing classes, teacher escorts, tour guides, and all those who willingly gave their time and efforts to make the program possible.

Nancy Carr | Noreen Carr | Joan Coffey | Jean Benn Joyce Coffey | Barbara Benn Cheryl Peterson | Ray McGuirk Harold Peterson | Roy McGuirk Mark Fox | John Fox | Susan Wood | John Wood

NEW ENGLAND ASSOCIATION OF COLLEGES

AND SECONDARY SCHOOLS

Founded 1885

Evaluation Program *Public Secondary Schools*

Offices:
REpublic 6-1060
House:
STate 2-4177

Director
CLARENCE I. CHATTO
Room 214A
High School of Commerce
Springfield, Mass.

August 4, 1959

Mr. John J. Sheehan, Principal
The High and Latin School
Cambridge, Massachusetts

Dear Mr. Sheehan:

I am happy to inform you that the standing committee on public secondary schools has voted to recommend High and Latin School, Cambridge, for continuing membership in the New England Association on the basis of its self-evaluation and the report of the visiting committee. A summary of the report was presented to the members of the standing committee. Final action on the recommendation will be taken by the Association at the annual meeting.

I hope that you found the experience of evaluation an interesting and profitable one and that it will help you to work toward the goal for which all of us are seeking, the continual improvement of secondary education in New England.

We congratulate you on a good job well done.

Very truly yours,

(Signed) CLARENCE I. CHATTO

The

Trustees, Directors and Officers

of

Freedoms Foundation at Valley Forge

announce with pleasure

the selection of

Cambridge High and Latin School

by the distinguished National & School Awards

Jury to receive

Principal School Award

for

its 1957–58 School Program

An outstanding achievement

in helping to bring about a better

understanding of the American Way of Life

during 1958

Awards announcement on George Washington's
Birthday, February 22, 1959, at Valley Forge

"THE EDUCATION OF THE INTELLECTUALLY GIFTED"

Brain power is the most valuable natural resource this nation possesses. Intelligent self-interest would seem to indicate that the conservation and development of this natural resource are worthy of nothing less than our best efforts, educationally and financially. A public school system, then, has the obligation to develop an educational program that will provide for the maximum development of the potential ability of each child. This is, in essence, democracy in practice. "Education for All American Youth" does not mean the identical education for each student: for, all children are not equally educable. Consideration must be given to the individual as well as to the group. The premise that each child be given the same education assumes that the maximum development of the average child is the standard for the realization of the maximum growth of all children. This premise ignores the exceptional child at either end of the scale: the intellectually gifted as well as the mentally retarded.

The Committee appointed by the Superintendent does not accept the deification of the average as a true expression of the philosophy of the Cambridge Public Schools or of the educational practices of our teachers. The Committee began its study with the unanimous affirmation of the democratic principle that the individual is the basic factor to be considered; and, then, worked toward a more effective implementation of the theory of individual differences. It should be noted here that the Committee realizes that the recognition of individual differences is routine in our classrooms.

Our review of the pertinent literature revealed agreement among educators that a child is intellectually gifted if his IQ, as measured by a standardized intelligence test, is 120 or better. Our first step, then, was to determine how many of the pupils in our grammar grades might be classified as intellectually gifted by the terms of this definition. A survey, in the spring of 1958, revealed the following:

Grade	IQ 120 or Over	Total Number	% at IQ 120 or Over
4	50	770	7.
5	64	805	7.9
6	66	775	8.5
7	31	610	5.1
8	57	613	9.3

Teachers Assigned to Classes for the Academically Talented

Lunchtime Activities, Class for Academically Talented

Notetaking, Class for Academically Talented

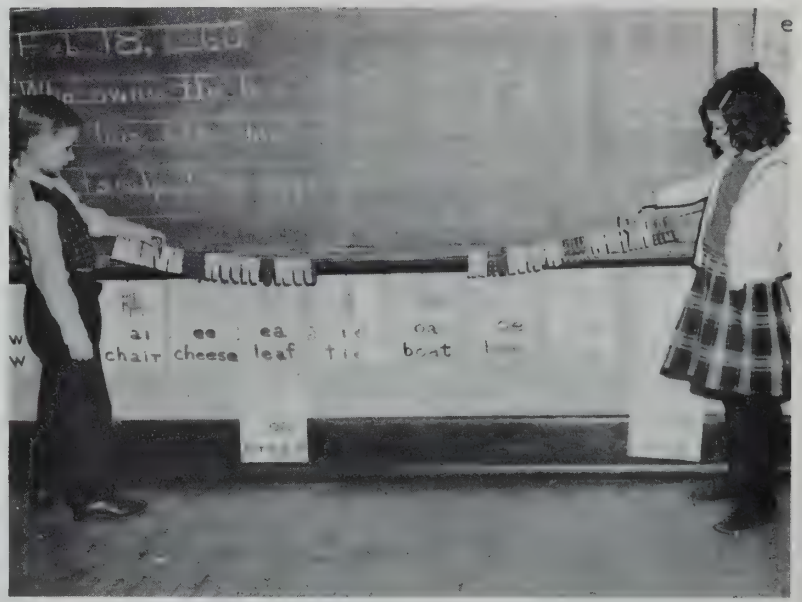
Identification, per se, does not solve the problem. A plan is also needed. Again, the literature had to be surveyed and current educational practices evaluated. Unfortunately, there is no one solution; there is no agreement as to the most effective method of educating the intellectually gifted. This Committee, however, believes that the psychology of group life, suggested below, makes the homogeneous ability grouping of the gifted a necessary first step in the development of their maximum potential.

Heterogeneous ability grouping makes a major, perhaps the chief, contribution to such anti-intellectualism as may be found in the American public schools. The facts outlined below, when seen in relationship to one another, make clear why this is so.

A. Membership in, acceptance by, his peer-group becomes increasingly important to the well adjusted, developing child.

B. There are three factors which operate singly, or in combination, to influence an individual to seek to associate himself with one group rather than another:

1. the goals that are implemented by membership in the group;
2. the prestige which accrues to the member from identification with the group;



Manipulative Devices Aid in Learning Arithmetic in Grade 2

The Captains of Our Elementary Schools' Safety Patrols

3. the attractiveness (the similarity of interests, etc.) of the group members.

C. However, whether or not a given individual becomes a central group member or remains outside the center of the group is dependent upon two other factors:

1. the degree to which the individual himself comes to identify his own goals with the group's goals; *AND*
2. the perception by the other group members of the individual's ability to contribute to the realization of the group's goals.

D. Children of superior ability are not, generally, accepted as leaders by their age-mates.

E. The intellectually gifted, like the slower learners, constitute a small minority in any heterogeneous group.

Plainly, the psychology of group life operates as a leveling influence in a group that is heterogeneous in ability. The average in terms of scholastic achievement becomes the respectable, the group's and the individual's goal, simply because so many of the members are of average intellectual ability.

It is in this sense and in this manner that heterogeneous ability grouping operates as an anti-intellectual force in any school. If we would change the gifted child's motivation, we must change his social frame of reference. We must, in other words, arrange an environment in which there is no odium, real or imagined, attached to being a brain — we must set up an environment which supports and promotes superior intellectual achievement. The psychology of group life, sketched in previous paragraphs, indicates that homogeneous ability grouping is the first, necessary step in the establishment of this environment. This psychology of group life also suggests that past levels of achievement of the gifted in the heterogeneous classroom should not be too heavily weighted in our selection procedure.

As a result of its deliberations, including a study of local factors, the Committee presents the following proposals:

I. The establishment, on an experimental basis, of special classes for the intellectually gifted at the elementary level.

II. An extension of the enrichment program in the regular classrooms at all levels of the elementary schools.

American History Visualized in Grade 5

III. The further development of the existing program for the gifted at the secondary level.

IV. Enrichment in each subject matter area of the secondary schools curriculum.

V. The provision of co-curricular and extra-curricular opportunities for pupils with specialized abilities, interest, i.e., literature, art, music, manual arts, etc.

I. *Special Classes for the Intellectually Gifted (Elementary Level)*

A. Two classes shall be formed, having an estimated enrollment of 20 pupils each, composed of children selected from grade six.[1] These classes shall be held at conveniently located schools and shall be instructed by teachers selected by the Superintendent. The initial meeting of these special classes shall be held in September, 1958. The Committee recommends that selection for these classes be made on the following basis:

1. Child must have scored 120 or over on a group test of mental ability administered by the Cambridge School Department.
2. Child must be recommended by his school.
3. Child will be given an individual intelligence test. An IQ of 120 or over on the individual test will be a prerequisite for inclusion in the group.
4. Child must be in good health and must be emotionally stable.
5. Child and parent must be actively interested in the child's participation in the program.
6. Child must be accepted by a Selection Committee appointed by the Superintendent.

B. It is proposed that in each area of instruction emphasis be placed on a broader understanding and application of the subjects of the present curriculum, and that the development of the basic study skills be stressed. In addition, the reading, science, and mathematics programs should be expanded at appropriate grade levels; and the study of a foreign language introduced.[1]

C. The progress of the children in the special classes shall be measured at the end of the school year 1958–1959. This Committee believes that there should be a significant amount of progress made by the individuals in these special classes to warrant continuance of the pilot program at this and succeeding grade levels.

II. *Enrichment Program in the Regular Classroom*

An enriched curriculum is one "planned to take care of individual differences so that pupils at all levels of ability will be stimulated to their best work."[2] Enrichment, therefore, is a broadening and diversification of curriculum content so that interest may be stimulated and motivation heightened. If motivation can be improved, then learning at each level will also improve.

A. The premise which supports our own, and every other school system's in service training program may be formulated as follows: The educational opportunities available to the children in any classroom may be enhanced by the exchange of ideas among educators. To be sure, the ideas culled by any teacher from such an exchange will have to be tailored to fit the individual and group needs of his class. Yet, no one can seriously question the great potential for curriculum enrichment of such an exchange.

This Committee, therefore, suggests that workshops be formed for the teachers of grades four through eight. These workshops might well explore each major area of the curriculum

[1]Grade six has been chosen for this experiment because of:

1. Ease of identification, inasmuch as the ability of the children has been demonstrated during their school careers.
2. Children of this age are sufficiently mature to be able to travel outside their home neighborhoods.
3. A greater range of activities is possible at this age level.
4. Experiments of other school systems indicate that, while early identification of gifted children is most desirable, this grade provides the most practical working basis.

[1]The Committee recommends that French be taught for the following reasons:

1. It is the accepted international language.
2. It is the most common second language.
3. It is the key to many cultural opportunities.
4. French instruction is second only to English in the schools of the eastern states.

[2]Carter V. Good, Editor. "Dictionary of Education" McGraw-Hill, N.Y., 1945, p. 114.

of the appropriate grade by devoting 4 meetings to mathematics, 4 to social studies, 4 to science, and 4 to language arts. Thus an outstanding science unit or social studies project successful in one classroom would be made available to all other classrooms of the same grade level.

It is recommended that these horizontal workshops be followed the next year by vertical workshops, so that continuity in subject matter areas might be improved.

The effectiveness of these horizontal and vertical workshops depends upon the widest possible participation of teachers and supervisory personnel, and since they will demand study and work of a high caliber, this Committee recommends that the participants be granted increment credit. We believe that maximum participation should be encouraged.

B. A co-ordinate means of enriching the classroom program is the extension of classroom library facilities:
   1. By expansion of the already existing School-Public Library program.
   2. By budgetary provisions for the purchase by the School Department of supplementary reading materials for children's use.

C. A third means of enriching the educational program is the provision, wherever practicable, of science laboratory facilities in the elementary schools to make possible more effective use of presently available science aids.

III. *The Further Development of the Existing Program for the Gifted at the Secondary Level.*

The child approaching high school faces the problem of selecting a program of study that is sufficiently flexible to meet adequately his capacities, interests, and educational and vocational needs. A wise selection depends upon the pupil's understanding of his own abilities, aptitudes, and interests plus his knowledge of available opportunities. Some of the limits within which the child must work and study are set by natural talents and traits. The home and school should work together to help the child make the adjustments necessary when elementary school is completed and entrance to high school is imminent.

Developmental and remedial planning and programming in the elementary school provide for the gifted, average, and slow-learning child. Thus, a study of high school courses and the requirements of each one precedes the making of a choice in order that the individual needs of the child may be met.

Young people whose achievement has matched their extraordinary intellectual ability were enrolled in our Cambridge public secondary schools long before this Committee on the Education of the Gifted was activated. If the admission of a pupil to a college of the first rank on the completion of his third, the Junior, year of high school is any criterion of his school's skill and competency, it follows that the unusual abilities of young people have been recognized by their — and our Cambridge — teachers, and that the special educational, emotional and social needs of these young people have been satisfied in and by our public secondary schools. In short, then, extraordinarily intellectually gifted children are no strangers to our public secondary schools; and, the high level of their achievement is a valid measure of the "know-how" and, equally as important, of the "know-what" of the professional staffs of our schools.

Honor classes or divisions have been set up in the high schools in some courses of study in order to maintain the interest, and to challenge the ability of the bright or gifted. Students entering high school are assigned to these divisions on the basis of their elementary school record and the recommendation of the elementary school master.

This Committee recommends that a study be made to determine the desirability of setting up honor divisions in curricular and subject matter areas in which they do not already exist.

A. *The Existing Program for the Gifted at Cambridge High and Latin School*
   1. College Course (Honor Divisions)
      a. *Freshman Year*
         English, Algebra — Every-day Science was introduced in 1957–1958 as an elective.
      b. *Sophomore Year*
         English, Geometry, French II, Spanish II, and Italian II. (One year of a language must have been studied and child's ability evaluated.)
      c. *Junior Year*
         English, Algebra II, Foreign Language II and III, Chemistry, Biology.

d. *Senior Year*
English, Mathematics, Chemistry, Biology, Physics, Foreign Languages II and III.

2. Commercial Course (Honor Divisions)
   a. *Freshman Year*
   English — Introduced in 1957–1958. Will be extended to second and third years.
   b. *Senior Year*
   English, U. S. History, Stenography II, and Typewriting II.

3. General Course
   a. *Sophomore Year*
   Spanish II — taken any year after one year's study.

4. *Extracurricular Activities available to all Students*
   a. THE REVIEW — school paper
   Year Book (Senior Year)
   Staff — editorial instruction, note writing, fashion review, popular record selections, art set-up, sports page, literary selections.
   b. Student Council
   This service group is composed of 5 Seniors, 4 Juniors, 3 Sophomores, 2 Freshmen, and 1 representative each from the Girls' Athletic Association. THE REVIEW, and the Clubs.
   This Council contributes to charitable groups, participates in community drives and services, the government of the school, and the Student Exchange Program.
   c. Clubs
   K. B. (Girls' Honor Society) — Juniors and Seniors.
   Girls' Service Club
   Key Club (Junior Kiwanis)
   Girls' Athletic Association
   Dramatic Club
   Glee Club (Several Units)
   Projection Club — Boys learn to operate the wire and tape recorders, lantern slides, etc.; Club functions for all subject films, assemblies. Seniors take care of all equipment and minor repairs. Members consist of sophomores, juniors, and seniors.
   Junior Red Cross Service Club
   Future Nurses' Club — Organized in 1954, the Club visits hospitals, has guest speakers, and is introduced to all phases of nursing.
   Science Club — Includes fields of biology, chemistry, physics, and general science, Members of National Science Club. Weekly trips and projects, visits to places of interest, lectures by outside speakers, and a Science Fair.
   French, Spanish, Italian and German Clubs — Service, outside speakers, visits to foreign restaurants, Mardi Gras projects.
   Chess Club
   Sports — Girls: Cheerleaders, basketball, volley ball, tennis, soft ball, bowling, etc.
   Boys: Football, hockey, basketball, track and cross-country, golf, tennis, baseball.

Student Government Day

B. *The Existing Program for the Gifted at Rindge Technical School.*

1. There are ten separate curricula: college, airplane, architectural drawing, auto, cabinet-making, electrical, electronics, mechanical, and printing.
2. During the first two years, the greatest difference among the curricula exists in the College Course. For the rest, the subject matter is the same in name, but provides for several levels of difficulty among the several curricula. A summary follows:

a. *Freshman Year —*

College Course	*All Other Courses*
English 1c	English 1
French 1	Group Living
Group Living	Algebra 1
Algebra 1c	Materials of Industry
Mechanical Drawing 1	Freehand Drawing *
General Shop 1	Mechanical Drawing 1*
Health	General Shop 1
Physical Education 1	Health
	Physical Education 1

b. *Sophomore Year —*

English 2c	English 2
French 2	Plane Geometry 1
Plane Geometry 1c	Physics 1
Science 1	Freehand Drawing 2*
Mechanical Drawing 2	Mechanical Drawing 2*
General Shop 2	General Shop 2
Physical Education 2	Physical Education 2

Note: The general shop courses are intended to furnish exploratory experiences during the first two years in the following areas: Machine, Measurement, Cabinet Making, Electricity, Auto, Printing, Forge, Foundry, and Pattern Making.

c. *Junior Year —*

English 3c	English 3
French 3	U. S. History
U. S. History	Algebra
Algebra 2c	Physics 2
Chemistry 1	
Metallurgy *	

Note: In all courses other than the College Course, the third and fourth year students spend fifteen periods a week in the shops and laboratories. This time is spent in training the students in his chosen specialty, i.e., Electronics, Auto, Printing, Aeronautics, etc.

For third year students in Electronics, mathematics is not Algebra 2, but 13 weeks each of Plane Geometry, Trigonometry, and Analytic Geometry.

***Indicates a half-year course.**

d. *Senior Year*

College Course	*All Other Courses*
English 4c	English 4
French 4	Problems of Democracy
Problems of Democracy	Algebra & Numerical Trig.
Solid and Trig.	Plus 15 periods as noted
Physics 4	
Chemistry Review	

Note: No mathematics is required of fourth year students in the Art and Printing Courses. Electronics students take Math 5 instead of Algebra and Numerical Trigonometry.

e. *Post-graduate instruction*

1. A review of regular courses in preparation for college entrance examinations, programs being suited to the particular needs of the individual student.
2. A year of advanced work in a specialized field for qualified graduates.

f. *Extra-curricular Activities*

National Honor Society
Rindge Register — (school paper)
Chess Club
Projection Club
Key Club
Science Club
Safety Patrol
Senior, Junior, Sophomore, and Freshmen Councils

Our Elementary Schools' Orchestra

Aspects of the Physical Education Department's High School Water Safety Program

Secondary Schools Symphonic Band

C. *Recommendations for Extension of Existing Program*

This Committee realizes that the Honor Sections in our high schools have been and will continue to be closely scrutinized by the schools' administrative, instructional, and guidance personnel primarily to forestall pupil failure to exploit intellectual gifts and educational opportunity. Unfortunately, gifted students failing to work to their rated capacity may have had to be removed from these Sections as they certainly should have been and should continue to be. Since this is so, is it not probable that the Honor Section student at the other extreme — the high achiever — might profit from removal from the Honor Section? We, therefore, recommend that the Honor Sections be screened semi-annually, beginning with mid-year at the ninth grade, to identify those in these sections who show the greatest promise in terms of achievement level in all their courses.

This Committee believes that there will be among these high achievers some who will profit from instruction that is more individualized, wider in scope, higher in level, and faster in pace than is possible even in the Honor Sections. We recommend that these students — who, on the basis of statistical inference, will be few — be proposed, after a case conference, to a Selection Committee to be appointed by the Superintendent.

We believe, too, that the prestige accruing to the student from selection for this type of work, will be considerably enhanced if, soon after selection or, even, upon graduation, those selected are designated, for example, as "Cantabrigia Scholars."

We are suggesting highly flexible and highly individualized programs for these students within the framework of those areas and disciplines which it is now fashionable to call "tough." This means, we believe, that there should be made available to these scholars all the great and diversified talents to be found in the professional staffs of our high schools. Acceleration is an objective of this aspect of the program for the gifted; to the end that those who can, may more readily complete the college preparatory course in three years.

Keeping in mind the capacity which students of exceptional ability exhibit for independent work, it is inevitable that the instruction of these pupils will be characterized by a considerable amount of individual direction. Therefore, this Committee recommends that there be a continuous appraisal of pupil attainment by objective type tests and frequent parent-pupil-teacher-counselor conferences.

Conferences between each scholar and the teacher who guides him in a subject matter area, as well as in situations where health, emotional development, and vocational-educational plans are involved, are of prime consideration. To elaborate briefly, these meetings will serve, along with other purposes of guidance, to point out new avenues of investigation; or relationships which exist among the several segments of knowledge possessed by the student, or to define more clearly general principles, or to clear up misconceptions and misunderstandings. These conferences should take place on a regularly scheduled basis, and this Committee strongly recommends that provision be made for them in the teacher's program.

The mutual understanding which must ensue between teacher and pupil is the distinguishing quality of instruction that is individualized to the degree that is proposed in this report. For both teacher and pupil, individualized instruction is more burdensome, but the rewards are great in proportion. What this relationship can mean in terms of the guidance and counseling upon which the success of this program depends, scarcely needs elaboration here.

IV. *Enrichment in Each Subject Matter Area at the Secondary Level*

The Committee further recommends enrichment of the curriculum in each subject matter area in the secondary schools. While this recommendation is intended primarily for the gifted, it is evident that any effort in the direction of enrichment beneficial to the group which demonstrates intellectual abilities beyond those of the average pupil also benefits these of lesser abilities.

One of the desirable features of the present curriculum is its adaptability to a wide range of pupil objectives, and the readiness with which

the individual may alter his program of studies to keep pace with his maturing viewpoint. Therefore this Committee recommends a concerted effort to enrich further our curriculum. We realize that enrichment for the more intellectually gifted student must be broader and more abstract in character than that provided for other students.

Another advantage of the flexibility of our secondary school curriculum is that it minimizes the difficulties which beset some individuals because of poor health or other factors. Temporary disadvantages of such a nature should not, and do not, exclude individuals from honor groups.

With these considerations before it, the Committee makes the following recommendations:

A. That workshops for all teachers in each subject matter area be established; that the Heads of Departments direct the activities of each workshop and the efforts of the participants toward the reappraisal of old, and the development of new instructional emphases and materials.

B. That the counseling and guidance programs be intensified in order that pupils may be further encouraged to develop their potential abilities by taking electives in the areas of language, mathematics, science, and social studies; and that the gifted students be made aware of the opportunities to do work of an advanced nature in the summer schools conducted by the local institutions of higher learning; and, further, that they be encouraged to attempt college work in summer classes.

C. That this unique community be further examined to determine the resources available to aid the development of the gifted in special fields, i.e., language, social studies, science, mathematics and commerce.

D. That the program for the gifted in the high schools be interpreted to the parents of elementary school children as well as to the parents of secondary school students.

E. That more effective use of radio, television, and newspapers be made in order to properly publicize the achievements of honor groups; also that greater attention be focused within the school system on the accomplishments of these groups.

V. *The Provision of Co-curricular and Extra-curricular Opportunities for Pupils with Specialized Abilities and Interests*

A. *Education of Those with Special Talents*

This Report would fall short of its mark if the Committee failed to devote some attention to those individuals who show talent in special areas, but whose performance, on the whole, does not justify their inclusion with a group which can demonstrate its superiority in academic endeavor. However, the frequency with which these individuals occur in the total school population does not warrant the establishment of special classes for this type of talent in each school.

There is also a certain cyclical aspect to the over-all view of training for those who are gifted in special areas as is the case in the field of Athletics, Music, or Art; to mention some departments in which we now make some provision for training these individuals. For example, social pressures within the city may, for a time, furnish pupils in considerable number for a particular activity. With the passage of time, however, the number of those participating gradually falls off, while another interest becomes the focus of attention, and large groups occupy themselves in this new pursuit.

Then, too, we must not overlook the many desirable outcomes which arise out of the association of students with their fellows who have similar interests. The exchange of ideas, the increase of knowledge, the social benefits, and the vocational orientation; all these are important factors in developing the child to a degree in keeping with his natural capacity.

This summary, although brief in the extreme, vindicates the recommendation of the Committee that the Directors of special subjects plan extra-curricular activities for those who are gifted in these special areas.

The courses so established would meet at regular intervals, after school hours in some centralized building for the purpose of nurturing and extending the training of those who possess talents of a particular nature.

B. *Supplementary Recommendations*

1. The need for a summer program for gifted and talented students should be studied. If such a program be recommended, it should be co-ordinated with the special classes previously recommended. It is suggested, moreover, that such a program should stress horizontal expansion rather than vertical acceleration.

2. Several educational institutions in the metropolitan area offer elementary and secondary school pupils valuable educational opportunities during the summer months. All charge tuition — a fee that is beyond the means of many families. This Committee, therefore, recommends that the School Committee call the attention of the United Community Services, Inc. to the need for scholarship aid for gifted and talented children of limited means to make possible their participation in such educational opportunities.

This Committee believes that the foregoing recommendations are practicable for this community at the present time. The Committee further believes that the activation of these recommendations will result not only in greater opportunities for the gifted child but also in improved education for all pupils in our school system.

In closing, the members of the Committee on the Education of the Gifted Child wish to acknowledge their indebtedness to the late Charles J. Bridey, Assistant Headmaster, Cambridge High and Latin School. Mr. Bridey was a faithful, co-operative, valuable and valued member of this Committee during the first six months of its deliberations.

Ruth F. Boland, Director, Bureau of Pupil Services — *Chairman*
Edward A. Conley, Master, The Agassiz School
Gunnar E. Haugh, Master, The Fletcher School
Olive I. Lynch, Dean of Senior Girls, The Cambridge High and Latin School
Robert R. Sweeney, Teacher, The Rindge Technical School
Anne J. Wetmore, Master's Assistant, The Russell School, Secretary

Cambridge High and Latin School Choir and Chorus

The Music Department's Annual Spring Concert

Graduation Day at the Kennedy Memorial Hospital

Rindge Technical School Graduation, 1959

Initiation, National Honor Society, Rindge Technical School

Rindge Entertains Visitors from Stoughton High School

Statistical Tables

Distribution of Pupils by Age and Grade • 1959

AGES

Grade	Sex	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	• 21	Over 21	Totals
Kdgn.	M	292	389	7																	688
	F	285	377	1																	663
I	M		153	330	77	6	1														567
	F		175	268	48	5	3														499
II	M			109	254	67	19	5													454
	M				108	227	74	29	6												433
III	F		1	146	237	37	10	1	1												444
	F				133	202	55	14													404
IV	M					101	216	84	31	5	1										438
	F					113	190	62	15	4											384
V	M						69	207	72	41	6										395
	F						111	185	48	22	2										368
VI	M							91	205	81	34	7									418
	F						1	116	188	61	20	8									399
VII	M								83	186	78	30	6	1							384
	F								113	213	69	23	2								420
VIII	M									108	166	66	21	9							370
	F								1	111	179	50	23	2							366
IX	M									2	90	165	70	25							352
	F										124	158	49	9	1						341
X	M											112	178	83	18	1	3		1		396
	F											116	177	45	8						346
XI	M												119	206	63	15	2		1	2	408
	F												116	157	37	5	1				316
XII	M													83	158	57	8	1	1		308
	F												1	134	144	29	1	1			310
P.G.	M														3	4	1	3		1	12
	F														1	2					3
Voc. Schs.	M											26	50	14	5						95
	F											6	18	5	3						32
Ungraded	M				4	6	16	11	12	15	19	10	9	5							107
	F			1	3	1	4	8	5	10	13	10	4	2							61
Totals	M	292	542	446	443	407	395	427	409	438	394	416	453	426	247	77	14	4	3	3	5,836
	F	285	553	416	421	358	374	386	371	426	407	371	390	354	194	36	2	1			5,345

Grand Total 11,181

AGE GROUPS

5 years or over and under 7

Boys 988 Girls 969 Total 1,957

7 years or over and under 16

Boys 3,782 Girls 3,504 Total 7,286

Statistics of Our Schools by Classes 1959

1959 Class Statistics

ENROLLMENT CHART BY GRADES

Grade	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959
I	1,005	997	1,166	1,198	1,079	1,017	1,014	998	1,046	1,066
II	967	884	841	976	969	891	871	867	886	887
III	880	893	812	827	921	917	877	821	817	848
IV	815	821	842	779	751	878	896	838	797	822
V	696	790	799	801	747	701	852	858	838	763
VI	723	651	689	782	759	710	660	831	836	817
VII	699	657	640	677	749	707	693	662	791	804
VIII	654	654	611	584	626	679	667	655	635	736
IX	800	751	815	796	790	790	933	796	772	693
X	744	772	708	741	698	640	722	805	775	742
XI	690	725	689	595	666	567	477	639	749	724
XII	605	559	601	568	550	559	505	466	549	618
P.G.	14	17	15	21	14	8	29	23	21	15
Ungraded									148	168

Number of Pupils in the High and Vocational Schools

Grade	IX	X	XI	XII	P.G.	Total
High and Latin	481	514	510	449	8	1962
Rindge	212	228	214	169	7	830
Boys' Vocational	ungraded					95
Girls' Vocational	ungraded					32

October 1, 1959

NUMBER OF PUPILS *in the* GRAMMAR SCHOOLS

December, 1959

Grade	Boys	Girls	Total
Eighth	371	360	731
Seventh	394	406	800
Sixth	411	401	812
Fifth	388	365	753
Fourth	435	370	805
Total	1999	1902	3901
Ungraded	122	74	196
Total	2121	1976	4097

NUMBER OF PUPILS *in the* PRIMARY SCHOOLS

December, 1959

Grade	Boys	Girls	Total
Third	428	393	821
Second	458	412	870
First	571	488	1059
	1457	1293	2750

NUMBER OF PUPILS *in the* KINDERGARTEN

December, 1959

Boys	675
Girls	660
Total	1335

Science and Language Learning in Grade 2

LITTLE RED NEWT

Little Red Newt is our classroom pet. He lives in a glass house. We put water in his pool and he swims in it. The Newt eats spiders and flies. He is a nice pet.

Richard DiSalvo, Grade 2.

Best Wishes for
Merry Christmas and
Happy New Years
The Boards from
the Faculty

CAMBRIDGE HIGH AND LATIN SCHOOL

Graduate Follow-up Study — Class of 1959

Number of Graduates	356	
Questionnaires Sent	356	
Number of Responses	351	98.59%
Number Moved (address unknown)	5	1.41%
		100.00%
Further Education	124	34.83%
Colleges and Universities	68	
Junior Colleges	5	
Prep Schools	14	
Nursing Schools	13	
Business Schools	18	
Hairdressing	3	
Post Graduates	3	
Total	124	
Employed (full time)	186	52.24%
Employed (part time)	5	1.41%
Armed Services	18	5.05%
Unemployed	14	3.93%
Moved (no address)	5	1.41%
Married (at home)	4	1.12%
Total	232	99.99%

Distribution of Graduates in Institutions of Learning

COLLEGES AND UNIVERSITIES		Northeastern University	11
Alfred University, N.Y.	1	Oberlin College, Ohio	1
Boston College	4	Perry Normal School	1
Boston State Teachers' College	4	Princeton University	1
Boston University	8	Purdue University	1
Bouvé	1	Regis College	2
Bryn Mawr College, Pa.	1	Radcliffe College	1
Bates College, Me.	1	Simmons College	2
Cardinal Cushing College	1	Tufts College	1
Emmanuel College	1	University of New Hampshire	1
Fitchburg State Teachers' College	1	University of Massachusetts	7
Harvard University	4	University of Notre Dame	1
Lesley College	2	JUNIOR COLLEGES	
Mass. College of Art	3	Boston University Jr. College	2
Mass. Institute of Technology	2	Cambridge Junior College	2
Mass. College of Pharmacy	1	Chamberlayne Jr. College	1
McGill University	1	PREP SCHOOLS	
Merrimack College	1	Lawrence Academy	1
New Prep	5	Children's Hospital	2
Newman	8	Beth Israel	2
BUSINESS SCHOOLS		Holy Ghost	1
Bentley	7	Mass. Memorial	1
Burdett College	2	Mount Auburn	4
Cambridge School of Business	2	MISCELLANEOUS	
Chandler School for Women	4	Mansfield Beauty Academy	1
Katherine Gibbs	1	Wilfred Academy	2
Pierce Secretarial	2	POST GRADUATES	
NURSING SCHOOLS		C.H.L.S.	2
Cambridge City Hospital	3	R.T.S.	1

Types of Employment

Assembly		Machinist	
Accountance clerk		Maintenance	
Apprentice Proofreader		Mail order	3
Bank teller		Nurses Aide	2
Bank (analysis of accounts)		Office Work	37
Bookkeeping	14	Orderly	
Cabinet maker		Packing	
Cashier		Payroll clerk	2
Clerical	19	Receptionist	3
Comptometer	2	Revision	
Factory Work	5	Saleswork	2
File clerk		Shipping	3
Flex-o-writer		Stock Work	4
Electronics		Surveying	
General pharmaceutical work		Secretarial	17
IBM operators	9	Store clerk	
IBM proof machine		Stenographer	4
Kitchen work	2	Switchboard	3
Layout clerk		Telephone operator	2
Library work	2	Typists	20
Librarian			

EMPLOYED

Obtained Jobs Through Placement Office	36.5%
Obtained Jobs From Other Sources	63.4%
Total	99.9%

EMPLOYED

College Course	8.6%
Commercial Course	87.0%
General Course	3.2%
Home Economics Course	1.1%
Total	99.9%

Employers of 1959 Graduates

Butts & Ordway
Bay State Boat
Basco Nipple Mfg.
Berger, C. L. & Sons (engineers)
Boston Woven Hose
Baird Atomic
Bradford Novelty
Bob Slate Stationer
Barnes Engineering Co.
Bon Ton (rug company)
Boston Athletic Shoe
Arthur D. Little Co.
Austin Hastings Co. (2)
American Surety
Cambridge University Storage Warehouse
Cambridge Electric Light
Carter's Ink
Cambridge Trust Co.
Central Scientific Co.
Cigarette Service Co.
City of Cambridge
Conrad & Chandler
Corcoran's
County Bank and Trust
Cutter, Wood and Sanderson
Robert Fawcett Fuel Co. (2)
First National Bank of Boston
Educator Biscuit
Epsco
E. Cambridge Savings Bank
Enterprise-Moaker Co.
J. M. Fields
Dental Supply of New England
W. T. Grant Co.
Greene Rubber Co.
General Hardware and Supply
Kakas Furrier
Kaufman Hardware
Hammett's School Supply
Harris Stamp Co. (2)
Harvard Trust Co. (11)
Harvard University (8)
Harvard Specialty Mfg.
Harvard Cooperative Society
W. B. Hastings & Co.
Hearthstone Insurance of Mass.
Holy Ghost Hospital
Industrial Stainless Steel
Jordan Marsh
John Hancock Insurance Co. (8)
James O. Welch Co. (3)
John Reardon & Sons
Lally Column Co.
Little Brown & Co.
Lahey Clinic
Lavitas Cabinet Making
Lexington Federal Savings Bank
Dr. S. Y. Menicks (dentist)
Mass. General Hospital
Mass. Dental Porcelain Lab.
Mass. Institute of Technology
Metropolitan Life Insurance
Metropolitan Service
Medical Associates
Mt. Auburn Hospital
Mass. Eye and Ear Infirmary
Micro Wire Products
Mass. Memorial Hospital
R. J. Moran Co.
National Shawmut Bank (7)
Negea Service Corp.
N.E. Mutual Life Insurance (3)
N.E. Telephone Co.
N.E. Gas and Light
Nature Food Co.
National Research
Northeastern Distributor
Packard Paint and Varnish Co.
F. S. Payne Elevator
Polaroid
O. M. S. Mail Advertising
Obrion Russell & Co.
Offset Composition
Rogers Jewelry
Raytheon (2)
Riverside Press (2)
Rustproofing & Metal Finishing
Star Market
Safeway Store, Artesia, Cal.
Sears Roebuck
Shapiro Bros.
Squirrel Brand Co.
Signet Club Plan (2)
Simplex Wire and Cable
Shea Cleansers
Stahleker Steel (2)
Trimount Sales
United Carr Fastner
United Electric Controls
United Electric Corp.
Watertown Arsenal
F. W. Woolworth Co.

ANALYSIS OF GRADUATES — Class of 1959

Special Study by Course

Graduates from College Course		113
Colleges	68	
Other Schools		
Business Schools	1	
Jr. Colleges	2	
Prep Schools	10	
Nursing	6	
Employed	16	
Armed Services	3	
Part Time work	2	
Unemployed	1	
Post Graduate	1	
Moved	1	
Graduates from Commercial Course		221
Employed in Office Work	131	
Employed in Semi-skilled work	31	
Attending Schools		
Business Schools	16	
Nursing	3	
Prep	4	
Hairdressing	3	
Post Graduates	2	
Armed Services	13	
Part time work	3	
Married (at home)	4	
Unemployed	8	
Moved (no address)	3	
Graduates from General Course		18
Employed	6	
Armed Services	2	
Nursing	4	
Business Schools	1	
Moved	1	
Jr. College	3	
Unemployed	1	
Graduates from Home Economics Course		4
Employed (full time)	2	
Unemployed	2	

RINDGE GRADUATE FOLLOW-UP STUDY
Class of 1959

Questionnaires sent	149	
Responses	149	
Per cent of those who replied	100	
Further Education (full time)	34	22.70
Colleges and Universities	19	
Technical Institutes	7	
Junior Colleges	1	
Prep Schools	6	
Post Graduates	1	
	34	
Employed	71	47.20
Armed Services	36	24.80
Unemployed	6	4.00
Pupils studying part time and working part time	2	1.30
Totals	149	100.00

RINDGE
DISTRIBUTION OF GRADUATES IN INSTITUTIONS OF LEARNING

Colleges and Universities		19
Barrington Bible College, R.I.	1	
Boston College	1	
Boston Teacher's College	1	
Boston University	3	
Franklin University	1	
Harvard University	2	
Mass. College of Art	1	
Mass. Institute of Technology	1	
Northeastern	2	
University of Massachusetts	3	
Rensselaer Polytechnical College	1	
St. Dunstan's University, P.E.I.	1	
Villanova	1	
Junior Colleges		
Boston University Junior College	1	
Technical Institutes		
Franklin Institute	1	
Wentworth Institute	6	
Prep Schools		
Bridgton Academy, Maine	1	
Columbian Preparatory School	1	
Huntington Prep	3	
Newman Prep	1	
Miscellaneous		
Post Graduates	1	

EMPLOYMENT DISTRIBUTION OF GRADUATES
RINDGE

Aluminum Cutter	2	Inspector (control)	1
Assembly	2	Insurance clerk	1
Auto Mechanic	1	Laboratory helper	1
Baker's helper	1	Laboratory technician	1
Cabinet maker	1	Machine draftsman	1
Cashier	1	Machinist	5
Clerical	1	Manual labor	2
Compositor	1	Maintenance	3
Curator (assistant-museum)	1	Photographer's assistant	1
Drafting	1	Photostat clerk	1
Electrician's helper	4	Printing	2
Electronics	5	Satellite (construction and maintenance of tracking system)	1
Electroplating	1	Sheet Metal work: degreaser	1
Estimator (construction)	1	Shipper	2
Factory work	15	Stock boy	6
Gas station attendant	1	Truck driver	1
Hotel management	1	Woodworking	1

Employers of 1959 Graduates

Arlington Advocate	Krohn-Hite Corp. (2)
Barnes & Noble of Mass.	Lechmere Sales
Baird Atomic	Lexington Inn
Beacon Electric Co.	Lowell Tech. Research Foundation
Better Equipment Co.	Ohlin's Bakery
Broadway Super Market	Metallic Arts of New England
Bowling Machines, Inc.	Memorial Drive Service Station
Bradford Novelty Co.	Morningstar Plastic Corp.
Cambridge Screw Co. (5)	Museum of Science
Cambridge Tire Co. (2)	Myerson Tooth Corp. (2)
Comerford Shell Gas Station	Nature Food Co.
Commonwealth Pier	N.A.P.A. of New England
Controls for Radiation	Necco Co.
Clevedon, Varney and Pike	Pelley Co.
Dane-Lacy, Inc.	Pier Electric Service
Farrington Mfg. Co.	Pittsfield, Maine (manual labor)
Fred Stone (photographer)	Polaroid
G & S Construction	Proctor and Gamble Dist. Co.
G P S Instrument Co.	Rex Lumber Co.
General Plating Co.	Raymond's Inc.
J. L. Hammett Co.	Riverside Press
Harvard University	Royal Stamp Works (2)
Interchemical Corp.	Rustproofing and Metal Finishing
Jordan Marsh Co.	Sheraton Corp.
Kemper Insurance	Star Market

Stop and Shop
Stetson Window Co.
Tawa Bros.
Tufts University
United Electric Controls Co. (3)
University of New Hampshire
William Daud (cabinet maker)
William Fitzmaurice (electrician) (2)

RINDGE

October 1, 1959

Obtained Jobs Through School Placement Office

	Number	*Per Cent*
Yes	28	39.40
No	43	60.50

Requests for New Jobs

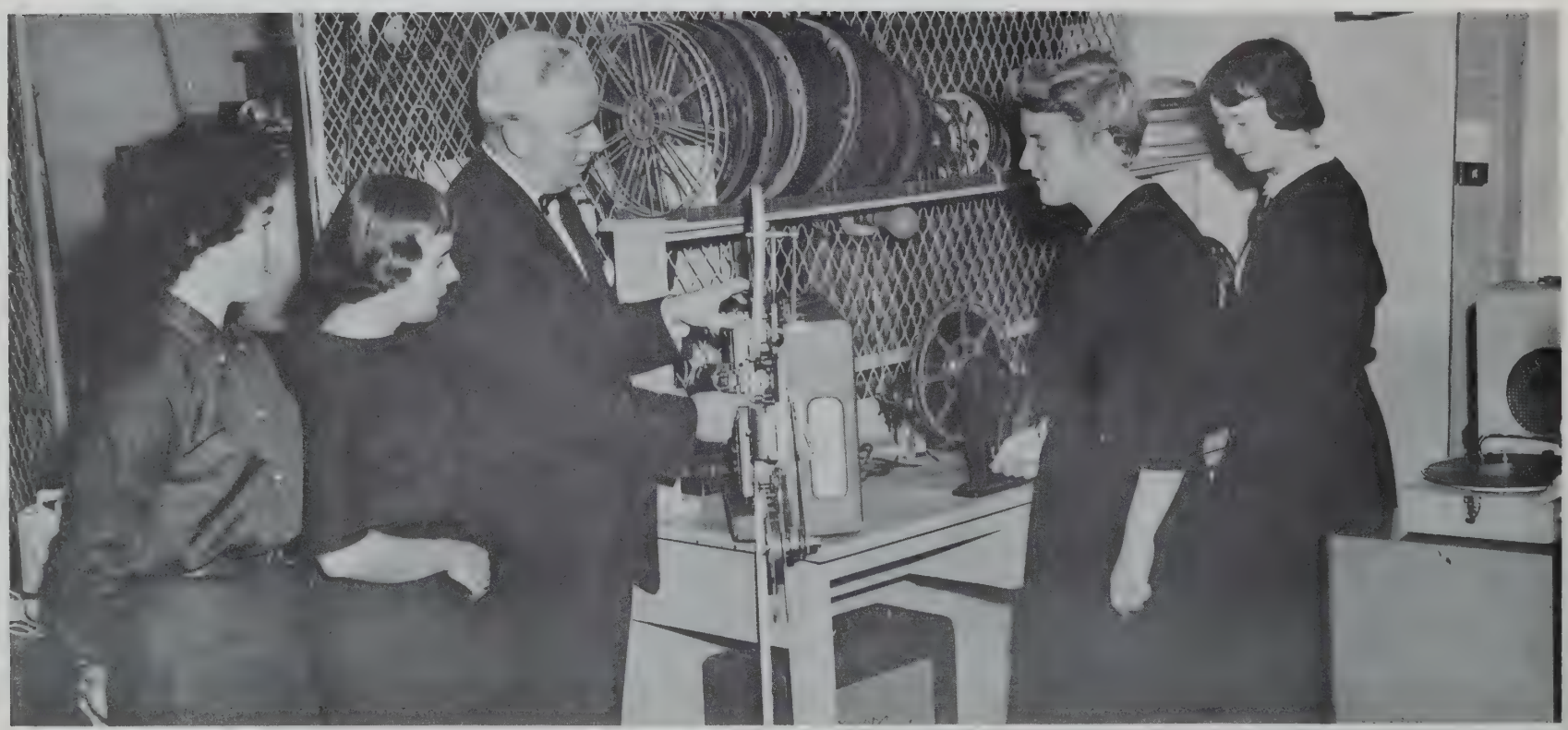
Yes	12
No	57
No answer	2

Special Study of College Course

Graduated from College Curriculum	36

Those attending colleges or other schools

College	16
Junior College	1
Prep Schools	5
Service	3
Employed	10
Part Time Study and Work	1
	36



SUMMARY REPORT OF TESTING PROGRAM

Interim Report: January through June 1959

We plan to change our reporting period from that of the calendar year, January through December, to that of the school year, September through June, in order to present a clearer, more meaningful account.

Therefore, this is an interim report to cover the period of time between the calendar year report of 1958 and the school year report which will be issued following June 1960.

GROUP TESTING JANUARY TO JUNE 1959

1. *Group Tests in all Schools*
   - *January* — Otis Beta Intelligence Test (Grade 5) 805
   - *March* — Stanford Achievement Test (Grade 5) 815
   - *April* — California Achievement Test (Grade 8) 656
   - California Occupational Interest (Grade 9) 518
   - *May* — Otis Alpha Intelligence Test (Grade 2) 865
   - California Achievement Test (Grade 3) 796
   - Total 4455

2. *Individual Intelligence Tests* 403
   Kindergarten through grade 12
   Binet-Form L W.I.S.C. W.A.I.S.

3. *Individual Achievement Tests* 188
   Grade 1 through Grade 12
   Mass. School Subjects Tests
   Stanford Achievement Tests

4. *Other Individual Tests* 249
   Kindergarten through grade 12
   Projective Interest Aptitude
   Study Habits Personality

PSYCHIATRIC CLINIC — INTERIM REPORT

January 1959 to June 1959

Number of Individual Pupils Referred to Psychiatrist 61

	Boys	*Girls*	*Total*
New Cases	43	18	61
Continued Cases	24	6	30
	67	24	91

Total Number of Pupils Seen by Psychiatrist 91

Diagnostic Interview	67	Parent Interviews	72
Treatment Interview	66	Other than Parent	4
	133		76

Follow-up on these cases is done through visits to Psychiatrist and members of the Bureau and by written and telephoned reports from parent, school or outside agency.

DR. STRACCIA'S CASES — January to June 1959

Interim Report

Grade	1	2	3	4	5	6	7	8
Boys	6	4	6	7	5	1	7	0
Girls	0	0	1	2	1	0	2	2
Total	6	4	7	9	6	1	9	2

Grade	9	10	11	12	Special Younger	Special Older	Vocational
Boys	8	6	7	4	3	2	1
Girls	4	5	5	0	1	0	1
Total	12	11	12	4	4	2	2

Chronological Ages

C.A.	6	7	8	9	10	11	12	13	14	15	16	17
Boys	2	5	4	7	3	5	7	1	8	12	5	7
Girls	1	0	1	0	0	1	2	2	3	9	5	1
Total	3	5	5	7	3	6	9	3	11	21	10	8

Conferences

Staff Conferences	41
Other Conferences	15
	56

There are also numerous conferences between one or more members of the Bureau and student, parent, teacher, Master or other members of school personnel.